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ABSTRACT

The federally-funded Success Through Transitional English Program (STEP) at EL Paso Community College (Texas) is described and evaluated. The program is designed to provide limited-English-speaking adult basic education graduates with the English skills to succeed in vocational, college credit, and non-credit courses at the college. Evolution of the program during this period is chronicled. In its final form, it consisted of two instructional phases: (1) a combination of transitional workshops (basic survival needs, enrollment assistance, use of college resources, strategies for academic success, career awareness and development), language instruction, and a pre-collegiate retention phase to span the period until the following semester began, and (2) a support and retention phase during college attendance, using a tutorial approach. Student assessment and monitoring were used throughout both phases. The report details the program's design and provides data on population characteristics, specific accomplishments, accomplishments for each of its stated objectives, unexpected challenges, and the consequences of a lack of funding for the third year. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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SUCCESS THROUGH TRANSITIONAL ENGLISH PROGRAM
STEP
FINAL REPORT

PROJECT TERM:
November 1, 1992 - May 31, 1995

Award # V223A20004-93

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Andres Muro

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Note to the reader: The Success Through Transitional English Program (STEP) could be replicated in many communities in the United States. This program requires the participation of community programs and agencies. However, each community will be different and the programs and agencies, as well as the way in which they function will vary from community to community. The following report describes issues in El Paso, TX in a specific time frame. When reading this report, the readers may need to substitute information where appropriate to reflect the realties of their communities.

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BACKGROUND

El Paso is a city with a population of nearly 600,000 inhabitants. It is located on the Western tip of Texas. According to the 1990 census, seventy percent of the total population in El Paso is of Mexican decent. Many of these citizens have lived in El Paso for several generations. Others have immigrated over the last twenty years in search of jobs. Due to El Paso's economic and cultural isolation, much of the population is in the low socioeconomic categories.

In addition, the native language of many El Pasoans is Spanish and many adults do not speak any English. A large proportion of adults have not completed high-school or even elementary school. Twenty-two percent of El Paso's population age 18 to 64 speaks almost no English and another twenty-percent speaks English less than fluently. Thirty-six percent of the total population over 25 years old has not completed high school and twenty-three percent has not progressed past the 9th grade. Twenty-six percent of the total population is classified below poverty level. Due to the lack of exposure to American culture, much of the population lacks the understanding and ability to enter the cultural mainstream, both at the social and educational levels. Characteristically, citizens who can not participate in society's mainstream tend to have a low self-esteem.

In order to create economic stability, there has been a great need to promote adult education among El Paso's poorest sectors of the population. El Paso Community College (EPCC) has through various methods tried to increase the number of its graduates and the number of students who transfer to the University. Furthermore, in order to promote adult education, El Paso itself has established a number of Adult Basic Education (ABE) programs for LEP students. Some of these programs include the El Paso Independent School District Adult Learning Center (EPISD), the Ysleta Independent School District (YISD) Adult Learning Center, the West Texas Supervision and Corrections (WTSC) Learning Center, and the Laubach Literacy Center. These area programs provide students with training ranging from basic language skills development to GED preparation.

Once students complete an ABE program, with or without a GED certificate, they are encouraged to pursue a vocational or academic career at EPCC. However, prior to the inception of this project there was no program designed to transition LEP students into college. EPCC determined that lack of self-esteem, socio-economic hardships, difficulty entering the cultural mainstream, and the inherent complexity of the entire college experience were barriers that cause many EPCC students to drop out. Further, the inability of the college to help students overcome these barriers became evident when analyzing attrition numbers. Thus, without providing transitional skills and ongoing support, the college came to realize that Limited English Proficient (LEP) students had little chance to succeed in college.

In order to reduce attrition rates and ensure collegiate success, a transitional program were developed to bridge ABE/ESL instruction with academic and vocational credit and non-credit programs at EPCC. This program was called STEP (Success Through Transitional English Program) and the fundamental objectives of STEP were to provide transitional skills, support services and retention strategies for LEP students interested in pursuing an education at EPCC so that they could realize their educational/vocational goals.

PROGRAM DESCRIPTION

STEP evolved considerably from its inception. Program format and curriculum content was expanded to meet the needs of our population. The latest development divided STEP into two phases. The first phase consisted of a combination of transitional workshops, language instruction and a "pre-

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collegiate retention phase" (see Objectives 3 and 5 under "Specific Accomplishments", and Appendix 2). The workshops were delivered over a period of six weeks. Workshop topics included, but were not limited to, the following:

A. Assistance with activities related to basic needs such as:

1. welfare application
2. child care
3. transportation
4. shelter

B. Assistance with activities related to college enrollment such as:

1. admissions application
2. placement testing
3. orientation
4. registration

C. Ability to use college resources such as:

1. financial aid
2. tutorial services
3. counseling services
4. child care services

D. Strategies for academic success such as:

1. time management
2. independent learning
3. test taking
4. note taking
5. library usage
6. stress management and anxiety reduction

E. Career awareness and development:

1. using the career center
2. related to going to college -
   decision making
   goal setting
   making a vocational choice

These workshops were developed by the STEP activity specialist and the program coordinator and were delivered to students by STEP tutors and/or the activity specialist. The activity specialist supervised the presentation of the workshops which were free and open to the general public and were based on a five part model and included a critical discussion, a writing activity, a reading activity, a group activity, and an application activity. The workshops were learner centered, culturally sensitive and flexible, and were designed to increase self-esteem, strengthen language and academic skills, and provide institutional knowledge.

For example, during the "Financial Aid Workshop" students were asked to procure financial aid information on their own. Having done this, students discussed their experience with other students and the activity specialist. Students also completed financial aid applications on their own. Later, the activity specialist made arrangements so that students could visit the financial aid center as a group. The visit allowed students to receive detailed information relevant to the completion of financial aid documents from an expert. Students discussed vocabulary pertaining to financial aid and wrote a process essay describing to a friend how to complete a financial

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aid application. Students were asked to create a skit in which they represented financial aid counselors and students visiting a financial aid office for the first time. Also, students were asked to adopt the personality of the person they were representing.

During this workshop, students were exposed to situations where their self-esteem was challenged. They were asked to procure information on their own from an external source and their experiences were discussed and students suggested ways to deal with similar situations. Students' language and academic skills were also put to the test. Students were exposed to new vocabulary that they discussed and learned to utilize. Students also wrote a college level essay using the new information and vocabulary. Finally, students learned how to make use of this college facility. During this workshop, students developed a variety of skills in a holistic setting. Language skills were developed within a context that had meaning for the students and that they could relate to. The end result was that students completed their financial aid applications while having improved their vocabulary, writing ability, and self esteem, as well as developing some independent coping strategies for dealing with campus bureaucracies.

At the completion of the workshops, students could enter the pre-collegiate retention phase within phase one. (See Objective 5 under "Specific Accomplishments.") This retention phase only took place whenever there was an interim period between the completion of the transitional workshops and the beginning of a college semester. During the retention phase, students had the opportunity to strengthen their academic and language skills. The retention phase was conducted by the same tutors who presented the transitional workshops. During this phase, students participated in college related activities. For example, students could audit classes and take notes to strengthen their note taking skills. At a later time they would be given a mock test based on notes taken over a period of time. In this fashion, STEP students were able to practice their note taking skills and developed confidence to performance in actual college settings.

In addition, STEP used some instructional videos. The purpose of the videos was to strengthen students' academic skills such as note-taking, test-taking, and asking questions, while developing their vocabulary. The videos displayed instructors teaching actual classes and were accompanied by reading assignments. STEP students were required to take notes from the videos and read related materials. STEP students were later given tests based on the videos. The instructional videos could be stopped at any time during a particular lecture which allowed students to discuss different teaching styles, compare notes, and check their note taking accuracy.

Activities related to note taking offered students a great opportunity to increase language skills. Tutors helped students identify and discuss new vocabulary appearing during a given lecture and asked the students to utilize vocabulary in context by producing language related to the particular lecture. This test was done both orally and in written form. Tutors and students also conversed extensively about particular lecture topics. Often, students organized debates after having listened to lectures that related to politics and current issues. Language development was always done holistically and there was always context and purpose to the activities in which the students engaged. Therefore, students observed language improvement in relation to a discussion topic. In addition, language use became spontaneous, since students were thinking of a conversation topic instead of isolated morphemes. In addition, students were aware at all times that they were preparing for the future. Students contended that this sort of preparation allowed them to test themselves before they entered the "real world."

Aside from strengthening academic and language skills, many times students needed to resolve problems related to their college admissions

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status, financial aid, placement testing, and registration. Tutors assisted students by helping them to resolve different problems during the retention phase. Problems related to the college's bureaucracy were among the most frustrating for students. It should be stressed that while all students faced these barriers, LEP students were particularly susceptible to them. Many LEP students usually wanted to quit rather than resolve these problems. Therefore, tutors spent extensive hours helping students resolve some of these problems. STEP had to compete with self defeating values that had been ingrained in these students over a lifetime. During the retention phase, LEP students still expressed reluctance and insecurity regarding the whole college enterprise. In fact, many felt they had not even started an enterprise that, in their estimation, would last a long time. Therefore, in order not to lose students, tutors spent time assisting students in overcoming these sort of barriers.

While tutors conducted all the activities during the retention phase, the activity specialist and or the program coordinator met with students on a regular basis. Student needs were addressed directly by the program coordinator. The coordinator either found direct answers to students' concerns or advocated for the students when necessary. Characteristically, during this phase, the coordinator and activity specialist did extensive counseling with the students. Counseling related mostly to financial aid issues and many students realized that they might not qualify for financial aid. The coordinator sought alternative funding sources. Funding sources included the Upper Rio Grande Private Industry Council (URGPIC), which could provide for child care, transportation and tuition; the Department of Human Services (DHS) which provided child care and transportation; and the Peyton Foundation which provided assistance with tuition, books, rent and transportation. Financial difficulties and employment needs were important reasons why LEP students dropped out of school.

Once students began taking actual college classes, phase two began (see Objective 5). This was a support and retention phase within college. During this phase, tutors attended classes with students if needed. Tutors also worked with students helping them procure materials on their own. Tutors then held individual or group study sessions with the students. STEP students were required to meet with their tutors at least three times a weeks for academic tutoring and discussion of college related problems. This approach ensured that student academic deficiencies were addressed as they were encountered. In addition, tutors helped students overcome communication barriers. The most frequent communication barrier was a student's reluctance to ask questions in class. Tutors encouraged students constantly in order for them to overcome this barrier. They also worked with them to learn appropriate questioning strategies. Furthermore, tutors sometimes accompanied students to meet with faculty individually and express their insecurities. This was done to help break the ice between students and instructors. Instructors reassured students and encouraged them to ask questions both within and outside classroom settings. These meetings allowed students to view instructors as approachable human beings who were willing to help them in their educational pursuits.

STEP's tutorial approach allowed students to enroll in classes that were more advanced than their college placement tests reflected. This, in turn, reduced the need for excessive remediation which for some EPCC students had become an endless task (see Objectives 3 and 5 for more details). Several tutors assisted students during this phase. Each tutor was assigned to a group of students. During the first college semester, tutors assisted their students with both academic and non-academic problems pertaining to the college. Tutors' assistance decreased as students gained independence. STEP tutors emphasized group study habits whenever possible so that students could help each other and become less dependent on STEP tutors.

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STUDENT ASSESSMENT AND MONITORING

Students' skills were assessed throughout both phases of the program (see Objective 4). Students completed an initial assessment (see Appendix 3) and an end-of-session assessment (see Appendix 4) during a session. The initial assessment provided the tutors with information related to students' backgrounds, vocational goals, writing skills, and knowledge of the college. The end of session assessment allowed the students to express what they had obtained from the workshops. Furthermore, the tutors completed a student portfolio (see Appendix 5). The student portfolio recorded student progress throughout the workshops. In addition, students took a college placement test. While in college, student progress was monitored through an instructor's bi-weekly report (see Appendix 6) and a tutor's weekly report (see Appendix 7). These two instruments allowed STEP to provide support services for students as needed. Information pertaining to students, such as assessment and portfolio results, placement test scores, semester enrolled in college, number of hours attended, grades, and services procured (i.e. tutoring, library, counseling), was logged into a data-base.

CRITERIA FOR REFERRALS INTO STEP

STEP went through several attempts to establish eligibility criteria. However, the criteria always seemed to exclude someone. Therefore, the latest criteria used stated that students had to be Limited English Proficient (LEP) only. The following definition was used for LEP: LEP students are students who have limited ability in speaking, reading, writing, or comprehending English and (A) whose native language is a language other than English or (B) who live in a family or a community environment where the dominant language is not English. Ultimately, STEP tried to serve every single student who approached the program. If the student did not meet eligibility, STEP would take the necessary efforts to refer the student to another program.

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POPULATION CHARACTERISTICS

The majority of the students served by STEP fell into the category of non-traditional students. Over fifty percent of the students served were over 30 years old. The average age of the population was thirty seven. Figure I shows the age distribution of the students.

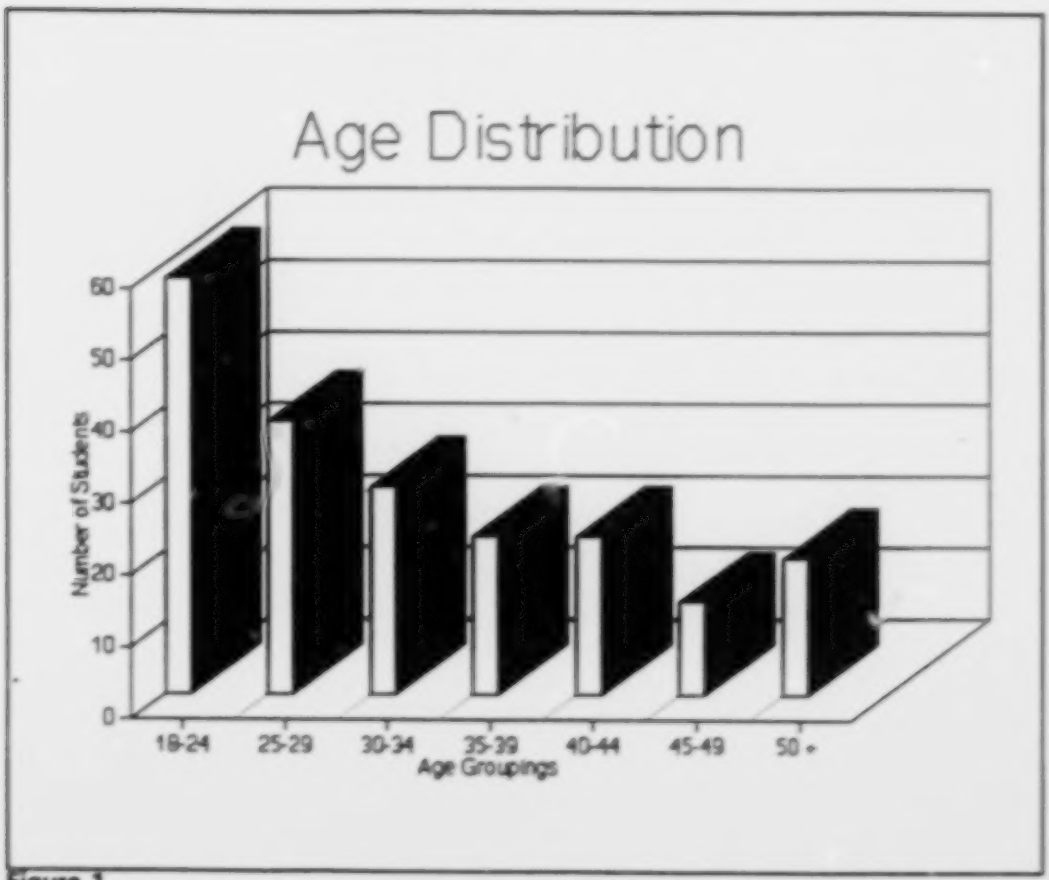

Figure 1

Most of the students served by STEP were women. Figure II shows the percentages by gender.

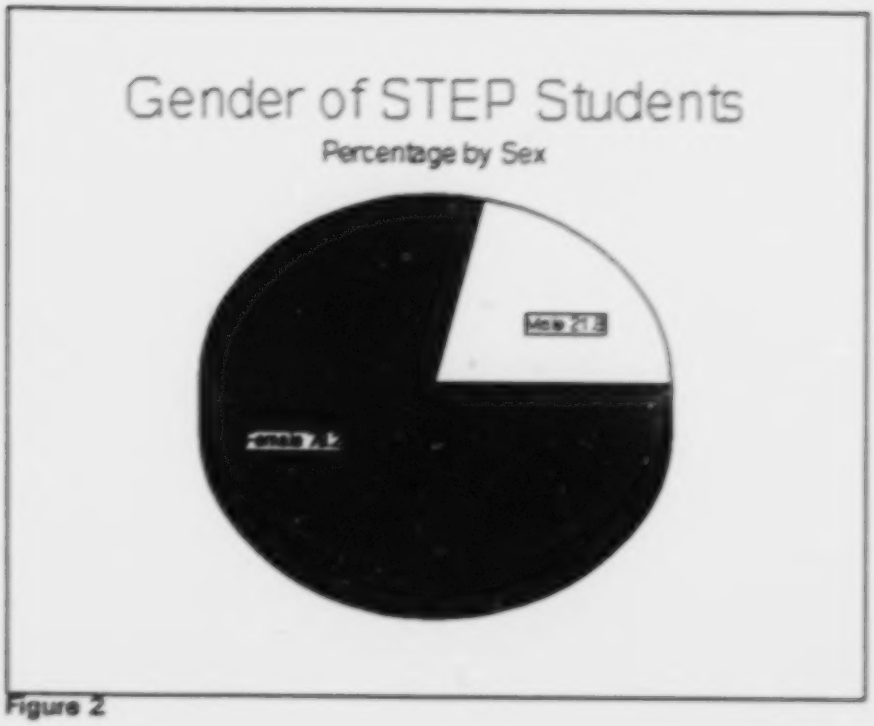

Figure 2

Over 70% of the population served had more than one child. The average number of children per student was 2. Figure III shows distribution of children per student.

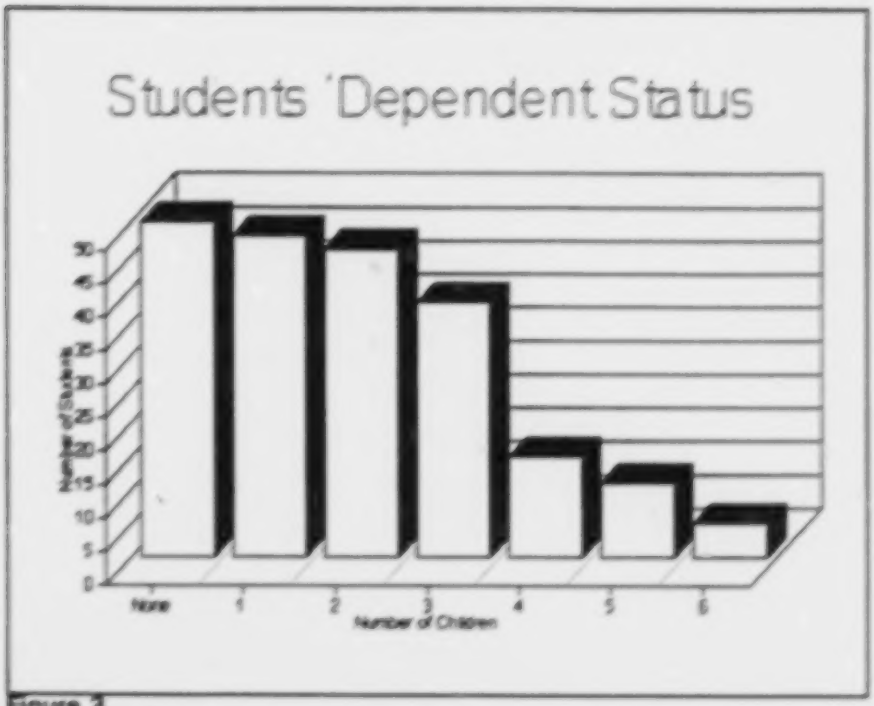

Figure 3

A survey of educational attainment showed that the vast majority of the students had not completed high school or their GED. In fact, 75% of the students had not gone beyond the 11th grade. Figure IV shows percentage of high school graduates and GED completers. Figure V shows the years of education students had completed upon entering STEP.

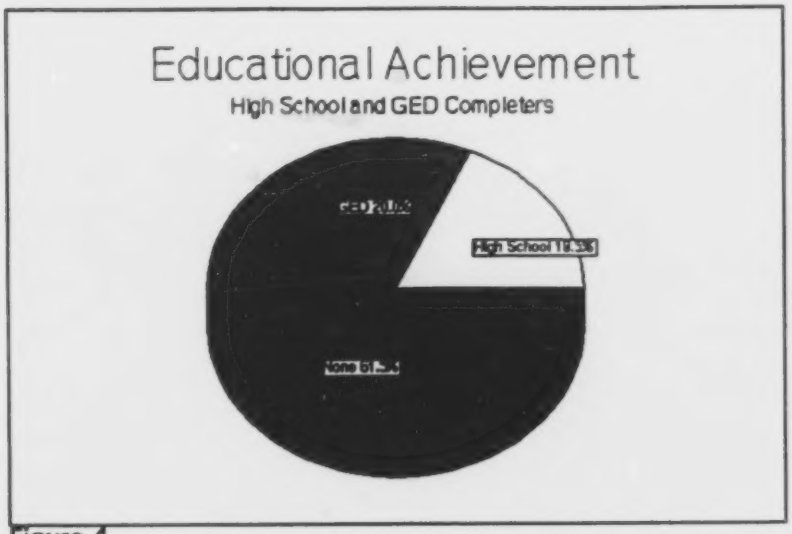

Figure 4

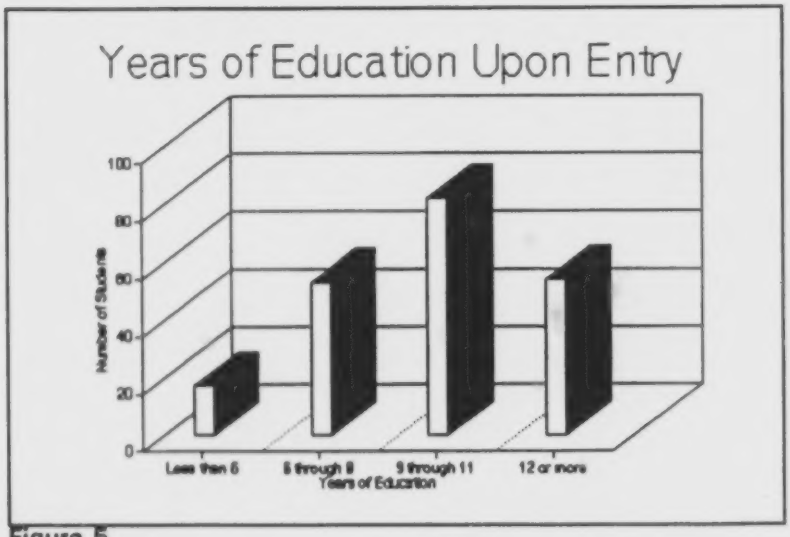

Figure 5

The native language of the overwhelming majority of the students was Spanish. In addition, most students continued to speak Spanish at home. Figure VI illustrates this.

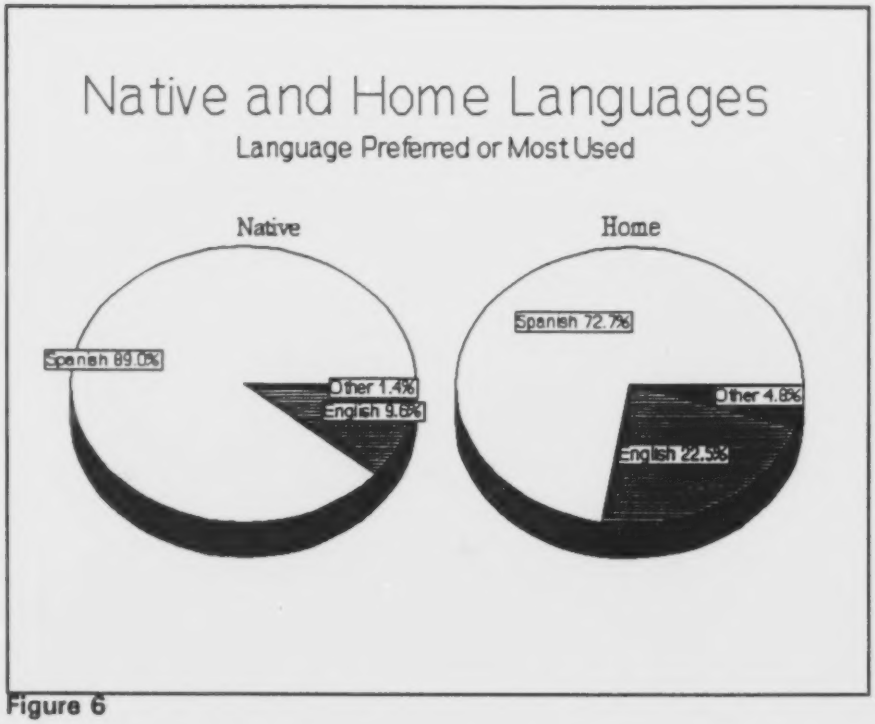

Figure 6

Interestingly, while most students preferred to speak Spanish, many of them had attended some school in the U.S. Figure VII shows that over 47% of the students had attended some school in the US.

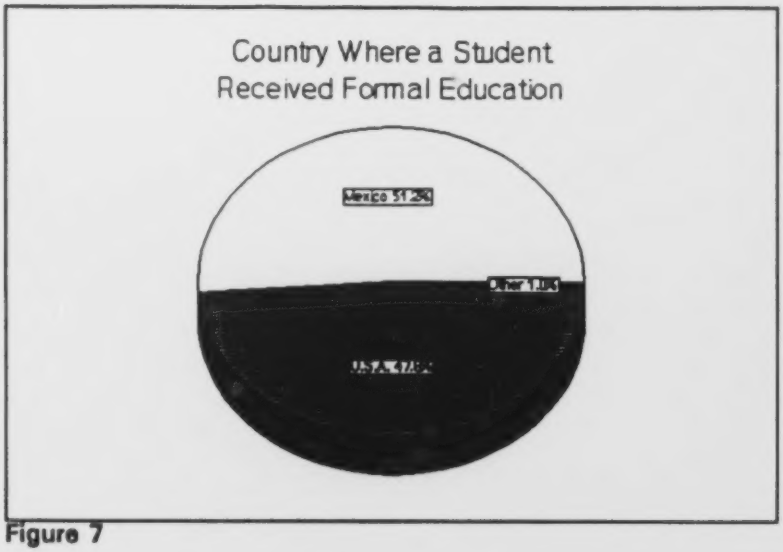

Figure 7

Ninety nine percent of the students were of Mexican descent. However, observations from the activity specialist and program coordinator showed that, within this population, two cultural groups could be distinguished. One group was composed of first generation Mexican immigrants. This group was usually fluent in Spanish and had received most of their formal education in Mexico. Their communication language was Spanish and they had very limited oral communication skills in English. Those students who had more than nine years of education in Mexico tended to acquire reading and writing skills in English fairly quickly. The second group was composed of descendants of Mexican immigrants. This population usually communicated in Spanish at home and in a combination of English and Spanish outside of their home environment. This group usually had fairly fluent oral English skills. Their reading and writing skills, however, were limited to the years and quality of their formal education.

SPECIFIC ACCOMPLISHMENTS

Although STEP is over, the STEP model is being continued through a Carl Perkins Discretionary grant awarded through the State of Texas that will continue until June 31, 1995. It is hoped that some additional funding will facilitate the continuation of the program beyond June 1995.

All objectives listed in the original grant proposal have been accomplished. The following pages will detail the accomplishments. A chart which summarizes the accomplishments can be found on the following page.

STEP Student Accomplishments
May 4, 1993 and December 17, 1994

NEEDS/BARRIERS	STEP ACTIVITIES	RESULTS	EVIDENCE
ACADEMIC Difficulties with: Note taking Test taking Study habits Communication Skills Library Usage	Phase One Workshops Academic skills tutoring Phase Two Ongoing academic tutoring through College	Communication and Academic skills of students improved considerably increasing changes of collegiate success	201 Step High Risk students completed a transitional session improving their language skills and gaining understanding of college and community between May 1993 and December 1994. 161 Step High Risk students started a College semester between September 1993 and January 1995. 120 Step High Risk students completed at least one college semester between December 1993 and December 1994. Average 1st. semester GPA for all STEP students = 2.43 (compared to the college's 1.51 for all students during 1990-1991) Average Cumulative GPA for all STEP students = 2.66. Average # of hours completed = 15.1 credit hours. 140 Step students received Pell Grants between September 1993 and January 1995. 10 Step students received Peyton Foundation Grants between January 1994 and January 1995. 6 Step students received Financial Aid from PIC between September 1993 and January 1995. 50 Step students received Child Care through DHS between May 93 and January 1995. 10 Step students received Child Care from YWCA between January 1994 and January 1995. 5 Step students received Shelter between January 1994 and January 1995.
INSTITUTIONAL Lack of information regarding: Admissions Placement Testing Counseling Collegiate Support Tutoring	Phase One Workshops Institutional Support Phase Two Ongoing institutional support by tutors through College	Increased understanding of college services and facilities	
PERSONAL Problems related to: Finances Child care Transportation Family crisis Self esteem	Phase One Workshops Individual Support Phase Two Ongoing counseling and individual tutoring	Increased awareness by students of support services within and outside college Increased self esteem	

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The following six measurable objectives were described in the original grant proposal:

Objective 1: **To develop and implement a personalized outreach effort which recruits at least 200 students to the STEP program throughout the project's two-year period.**

Objective 2: **To establish an intra-program individualized educational plan system for all 200 students enrolled in STEP.**

Objective 3: **To develop and implement a 100 hour transitional ESL functional context curriculum that prepares 200 STEP students for enrollment into vocational education, college transfer, or college credit programs.**

Objective 4: **To develop and implement an assessment system which is used to monitor the progress of 200 students participating in the project.**

Objective 5: **To provide support services and retention strategies for 200 students enrolled in STEP.**

Objective 6: **To establish a partnership, consisting of eleven service providers, in order to effectively design the STEP program so that it meets the transitional needs of LEP students in the community.**

ACCOMPLISHMENTS FOR EACH OBJECTIVE:

Objective 1: **To develop and implement a personalized outreach effort which recruits at least 200 students to the STEP program throughout the project.**

Surprisingly, this was one of the most challenging objectives to accomplish even though the number of LEP adults in our community who could benefit from STEP has always been large.

It was originally determined in partners' meetings that outreach would be done through community organizations which served populations that could benefit from STEP. Of the eleven partners originally identified, the Texas Department of Human Services (DHS), the Ysleta Independent School District (YISD), the El Paso Independent School District (EPISD), and the Upper Rio Grande Private Industry Council (URGPIC) had the most clients who could benefit from the STEP program. Each of these providers worked with the STEP coordinator to develop a personalized outreach effort which was implemented over the past two years. Furthermore, this outreach effort is now being continued by the EPCC Literacy Center.

DHS has always served a large population of clients who could benefit from STEP. DHS operates with 34 case-workers. Each case-worker serves approximately 65 clients and the majority of the DHS clients are LEP. DHS case-workers usually refer their clients to one of the many existing programs such as the Upper Rio Grande Private Industry Council (URGPIC), the Texas Employment Commission (TEC), the EL Paso Independent School District (EPISD) adult education center, and the Ysleta Independent School District (YISD) adult education center. One of STEP's first tasks was to inform DHS case-workers of STEP's existence and to encourage them to refer their clients to STEP. However, the majority of DHS JOBS clients were referred and locked into other programs prior to STEP's formation. For example, some DHS clients had been referred to EPISD for GED certification. As soon as the clients received a GED certificate, they were obligated to seek employment through TEC. If and only when TEC determined that these clients needed further training were they

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referred to STEP. Ultimately, while DHS was serving a large population of LEP clients who could benefit from STEP, they were not being referred to us. Case-workers had established patterns of behavior in terms of their referral efforts. A referral to STEP was a new activity that had to be integrated into the case-workers' behavioral profile. TEC and DHS case workers' primary responsibility has always been to make sure clients were employed. If case managers could employ clients faster than they could get them into training (even if the client would benefit from training in the long run) case managers opted for employment referrals. This is what they were ultimately evaluated on.

The Coordinator of STEP spent a great deal of time trying to recruit DHS clients. As a result, DHS finally developed a referral system for STEP which would not require case-workers to establish complicated new procedures. With assistance from one case-worker and a case-worker coordinator, a folder containing STEP information and simple referral procedures was distributed to all DHS case-workers.

After this process for referrals was established, the number of the students referred by DHS increased slightly. In a meeting with DHS coordinators in December of 1993, factors contributing to few referrals were assessed. Luis Macias, DHS program manager for client self support, stated that STEP had been doing more than enough to recruit DHS clients. He furthermore stated that low referrals were the fault of outside forces beyond STEP's control. One of the main factors contributing to low referrals had been DHS's lack of familiarity with the new program. Luis Macias stated that it would take time for their caseworkers to make more referrals regardless of what STEP did. All DHS personnel directly involved with STEP praised what STEP had been doing for their clients and beginning in 1994 DHS referrals to STEP began to increase. Two factors accounted for the increase in referrals. First, case-workers became more familiar with the program. Second, clients served during the first year reported their positive experiences to their case-workers. Between May 4, 1993 and September 30, 1994, 50 clients were referred by DHS. Eighteen were referred in 1993 and thirty two were referred in 1994.

The two major El Paso school districts also serve very large LEP populations through adult ESL, ABE and GED classes. While these programs appeared to be potential referral sources, this perception was misleading. These programs receive funding based on GED completion and will not refer students to college until they receive GED certificates. Most GED students spend extensive periods of time attempting to obtain a certificate. Once they receive it, their next goal is to get a job. Many of these students do not have any intention of going on to college. Furthermore, even if they do, many GED students are also DHS and URGPIC clients and have had educational plans developed by their case-workers. These educational plans usually do not include college. Therefore, only a few students who completed their GED were directed to STEP. A total of 20 clients were referred to STEP by the school districts. Thirteen students were referred by YISD and seven by EPISD.

The URGPIC probably served the majority of potential STEP students. However, URGPIC is funded by JTPA and the fact that EPCC has a high attrition rate, combined with the inherent need of JTPA for "quick training" projects made URGPIC a reluctant partner. A considerable amount of effort was devoted by both the STEP program director and coordinator to try to sell STEP to URGPIC case managers. In June of 1993, STEP presented URGPIC with samples of the program curriculum, assessment system, and support and retention strategies. URGPIC stated that they would be willing to experiment and referred some students to STEP. Between June and September of 1993, URGPIC referred five clients to STEP.

However, by October of 1993, URGPIC's funding for their clients had been exhausted. All URGPIC clients who had not been placed into training programs prior to this period had to wait until July, 1994 to be placed. STEP's success in transitioning five URGPIC referrals into EPCC combined with URGPIC's need to refer clients to programs at no cost resulted in a radical increase in referrals. In less than a month, URGPIC's case-workers and clients were calling STEP on a daily basis. Over ten URGPIC clients were referred to STEP within two weeks. A total of 34 clients were referred to STEP by URGPIC between may 1993 and September 1994. URGPIC continues to refer clients to STEP at this time.

Until July of 1993, the El Paso Housing Authority and the EL Paso Public Library were not referring students directly to the STEP program. Beginning in July 1993, however, STEP began to recruit clients directly from public housing and the public library literacy center. These entities referred clients and contributed classroom space and materials to STEP workshops. A total of 49 clients were recruited from housing. The public library referred 5 students.

The West Texas Community Supervision and Corrections Learning Center (WTSC) was identified as a new STEP partner in June of 1993. This center began operating in January 1993. WTSC serves students through ESL, Adult Basic Education and GED courses. The Center serves mostly probationers but they have an open door admissions policy. Reyes Torres, the liaison for the center, stated that case managers would refer students to STEP.

While many probationers were referred to STEP, not too many actually attended the program. Probationers were usually encouraged to obtain jobs by their probation officers. This was done so that probationers could make restitution (jail and probation officers' fees). In December of 1993, Mr. Torres stated that they would attempt to postpone restitution requirements for probationers attending the STEP program. In addition, he requested that STEP hold sessions in his facility. Between January 1994 and December 1994, STEP offered workshops in the facility on a regular basis and WTSC provided a classroom and storage space for STEP. WTSC referred a total of 10 clients to STEP.

In addition to the above, 6 students were referred from the EL Paso Community College Literacy Center; 3 students were referred from the Literacy Center for the DEAF; 3 students were referred by the homeless shelter, and 31 students applied on their own. Figure VII shows all referrals to STEP between May 1993 and December 1994.

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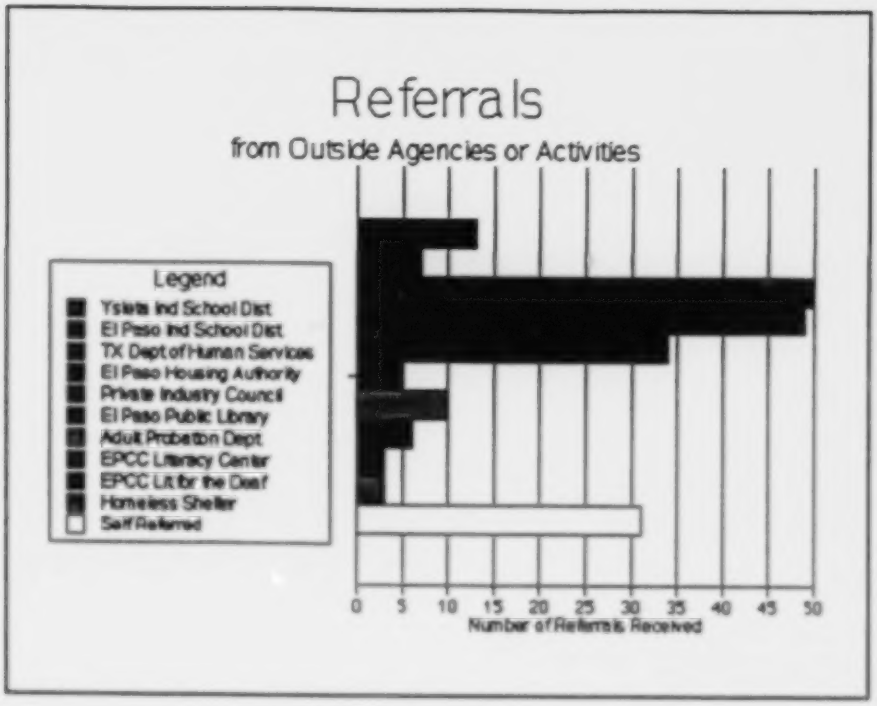
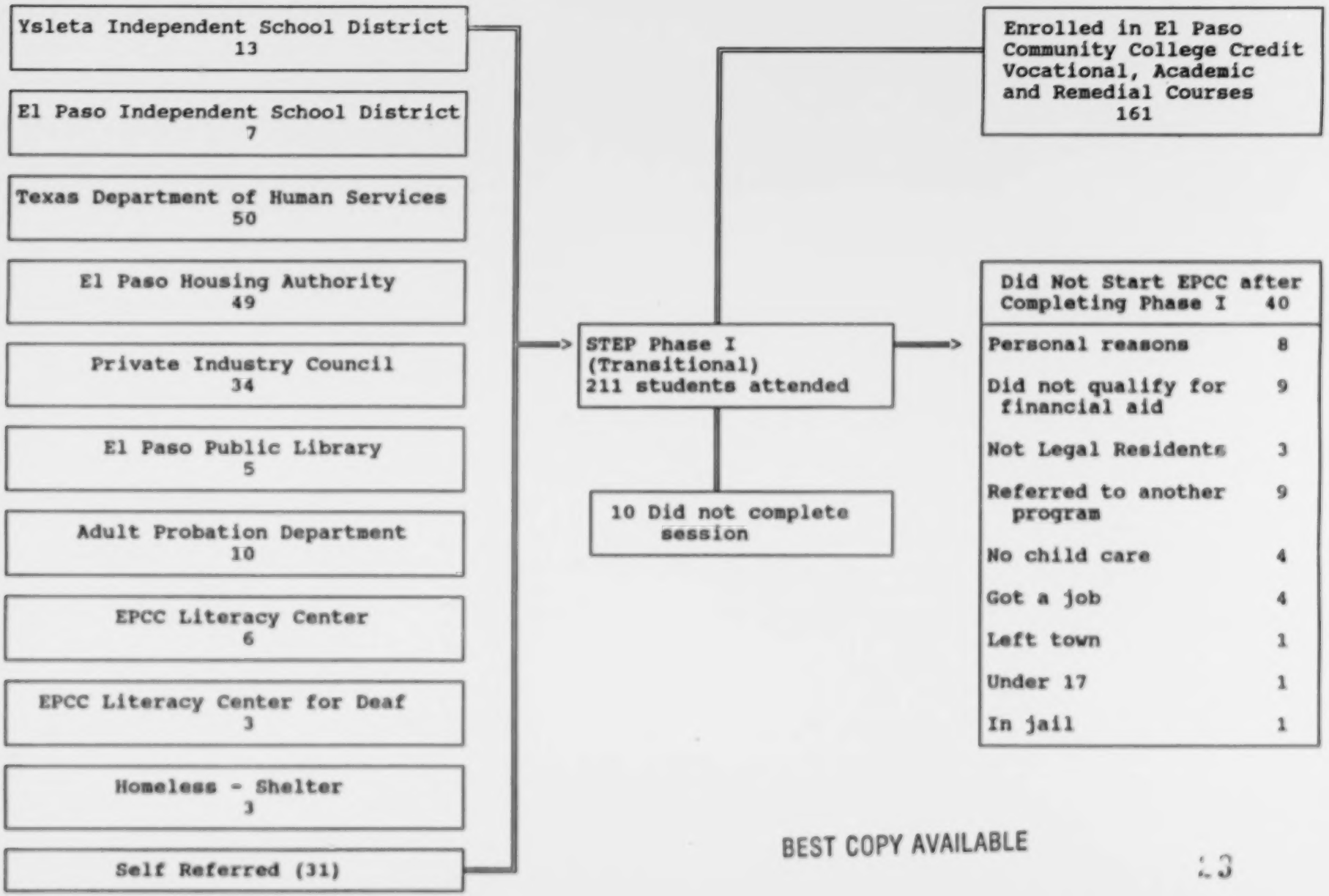


Between May 4, 1993 and December 16, 1994, STEP recruited two hundred and eleven students. Two hundred and one students completed phase one. One hundred and sixty one students enrolled in El Paso Community College credit vocational, academic, and/or remedial courses. Forty students did not start college for various reasons (the chart on the following page shows the progress of students between May 4, 1993 and December 16, 1994). Between January 16 and March 1, 1995, an additional 60 were recruited to STEP. These students will continue to be served through a Carl Perkins discretionary grant.

STUDENT FLOW CHART BETWEEN MAY 4, 1993 AND DECEMBER 17, 1994

# of students referred by each partner



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Objective 2: To establish an intra-program individualized educational plan system for all 200 students enrolled in STEP.

The progress of each student was monitored through an individualized educational plan (IEP). The plan began with the student attending a series functional context workshops that prepared them to succeed in college. Throughout these workshops, students' skills and goals were assessed by mean of a set of instruments (details about assessment instruments are specified under Objective 4). Students were also given a placement test by the colleg to determine which courses they could enroll in. Also, during the session students received career counseling to help them identify vocational or academic goals. Based on the STEP assessment of students' academic skills a understanding of the college, the college placement test, and each student' vocational or academic goals, students' individualized education plans were formulated. The educational plan formula was based on college requirements achieve a particular objective as stipulated by the college course catalogue For example, students are required to complete at least 60 hours of required coursework to complete an associates degree. In addition, students might nee to take remedial coursework before they can take some of the required coursework. The IEP for a STEP student who wanted an associates degree in nursing would consist of the college required nursing courses, college required core courses, any remedial courses, and tutoring and counseling provided by STEP.

Educational plans were developed by each student with a STEP tutor and the activity specialist, a college counselor assigned to the program, and a career counselor. The tutor or activity specialist discussed the results of the assessment with the student and together they identified the areas where the student needed support. This was based on a student's performance during the workshops. The college counselor explained to the student the results of the college placement test (EPCC utilizes the Nelson Denny for placement) and courses they could take based on the results. Finally, a career counselor explained to the students different career alternatives and helped students make career decisions. Students were not required to identify career goals until completion of their first college semester. However, students who did not identify career goals were encouraged to take courses which are required for all degree plans.

It should be noted that STEP educational plans concerning EPCC course-work were designed as specified by the college for each career under the supervision of the college's academic advising center. The director of counseling at EPCC was instrumental in assisting STEP students with their educational plans and assigned an academic advisor to the STEP program. The college requires all students to be advised by an academic advisor before the can register for coursework. The academic advisor assigned to STEP advised all students as part of a group activity. This advisor conferred with the STEP tutors regarding the results of the Nelson Denny and their academic abilities demonstrated during the workshops. A student who scored low in the Nelson Denny test was placed in a remedial course. However, if the student demonstrated good academic skills during the workshops, the tutor recommended that the student take a more advanced course. Since STEP students received individualize tutoring while in school, this placement arrangement allowed students to progress faster. All this prevented STEP students from being misplaced.

The tutors and the activity specialist played a fundamental role in the academic advising of STEP students. The tutors and the activity specialist helped students overcome frustrating academic barriers that exist within the college. The following examples illustrate some of these barriers.

Traditionally, a new student who comes to EPCC must go to the intake department. An intake employee recommends that the student take either an ESI

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or non-ESL placement test. However, STEP students took and successfully completed courses which were more advanced than those which EPCC counselors normally recommend. This was the result of close monitoring by the STEP tutors and activity specialist. STEP always felt that a standardized test such as the Nelson Denny is insufficient to determine a student's ability to succeed in some courses. Therefore, STEP students participated in various activities which better reflected their academic potential. A STEP student with good note taking and reading skills might not perform well in the Nelson Denny reading test. Traditionally such a student would be referred into a remedial course. However, the STEP tutor or activity specialist always interceded on the behalf of such student.

For example, during the Summer of 1993, Rosario (a STEP student) went to the intake department to obtain information. She was sent as part of a STEP activity. Rosario had been studying ESL at YISD for about two years. Rosario has a strong foreign accent and feels more comfortable speaking Spanish. After conferring with the intake employee, she was advised to take the ESL placement exam. When she inquired about the non-ESL placement exam, she was told that she would not pass it; and even if she did, she would not be able to handle courses taught in English. At a later time Rosario registered for the non-ESL placement and she placed into remedial (non-ESL) classes. The next step for Rosario was to be advised by the academic advisor for medical fields (Rosario wanted to study dental technology). The academic advisor insisted that Rosario enroll in ESL but Rosario was escorted by the activity specialist to another counselor and registered for credit academic courses. During her first semester Rosario completed Medical Sociology with a B, Principles of Nutrition with an A, and Introduction to Psychology with an A. Since then, Rosario has completed all the prerequisites for the Dental Technology program while maintaining a 3.7 GPA. In March 1995 Rosario was accepted into the Dental Technology program. Only 8% of the students who apply for this program are finally admitted. The waiting list for the Dental Technology program has over 500 students. Had Rosario listened to the first academic advisor she would probably be taking ESL courses at the college. Rosario's case is not isolated. No less than thirty percent of STEP students experienced similar difficulties.

The results of college placement tests, students' career choices, courses taken by each student, semester in which students enrolled in college, and student's GPA were all logged into the STEP data base. This information was also logged and kept in the college's own system (to which STEP has also been given access). This allowed STEP to update its student data base on a regular basis for follow up. This information also allowed STEP to check the academic status and progress of students at all times.

The STEP data base was developed by the program coordinator in conjunction with the EPCC Literacy Center's information systems coordinator. The data base monitored each student's collegiate progress from the moment they entered into the STEP program until the accomplishment of their educational goals. Students' progress toward their goals was supported through tutoring, counseling and advocating (details on support services and retention strategies are specified under Objective 5). The students' individualized educational plans and information monitored by the data base were discussed with partner providers and met with their approval.

Objective 3: **To develop and implement a 100 hour transitional ESL functional context curriculum that prepares 200 STEP students for enrollment into vocational education, college transfer, or college credit programs.**

A 100 hour transitional ESL functional context curriculum was developed by the STEP program coordinator and the STEP activity specialist (Appendix 2). Focus group meetings were held with partners, EPCC instructors, and EPCC

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students to develop the curriculum. Furthermore, invaluable information was procured from the students who attended the first 100 hour sessions offered by STEP during the Summer of 93. All information obtained was utilized to develop a curriculum which was learner centered, culturally sensitive, and flexible. The curriculum consisted of several workshops. The workshops were created to develop the following skills: (1) applied self confidence, (2) academic skills, and (3) institutional knowledge.

Partners frequently pointed out that one of the main failures in students' success is their lack of self confidence. LEP students usually have poor self confidence resulting from their oppressive environments and may perceive that they are not cared for, accepted or respected by the community in which they live. These perceptions stem from the deprived environment where live; the racial tensions characteristic of a multicultural community; the economic inequity between different sectors of the population; the lack of a meaningful and productive education; and their own inability to improve economically despite great effort. LEP students with poor self confidence do not communicate their difficulties with instructors, counselors, or other students. Ultimately, as their difficulties increase, they may drop out of school. From STEP's perspective, applied self-confidence is the ability to communicate difficulties to college personnel and actively seek solutions to barriers.

Bonnie, one of STEP's early participants, although motivated by a sincere desire to leave behind her impoverished surroundings and "do something with her life," but she believed that there was no real way out for her. She had once been a student at EPCC but she had had a disastrous semester and never came back. Bonnie attended EPCC for three semesters and during those three semesters she received four W's (dropped courses), one D, three C's, and two B's; her GPA after three semesters was 2.10. Most significantly, she felt that she really didn't know where her studies were leading her and she didn't feel that she was making any progress academically. "I didn't really understand the counselors or the teachers or anybody at school," she said. When she first came to STEP she was not sure if she could enroll again because she was not sure of her academic status and she was not sure about how many credits she had. Actually, Bonnie was on financial aid suspension for having dropped too many courses. Questioned as to why she had never gone back to school to check on her status and maybe start taking courses again, she answered, "I just didn't know what to do." Bonnie is a typical of many of the students in El Paso. They have a genuine desire to change their lives but they have no strategy for doing so. Fortunately, Bonnie has done well since she has been attending the STEP program. She now knows how to select her courses and make sense of the college catalogue; she has learned that if she needs help or has a question she can pick up the telephone and talk to a representative of the college; she saves her tests and calculates her average after every test; and most important, she now understands that college is a doorway to a better way of life for her and her family. If she continues at her current pace, she will graduate in three semesters. In her first semester in STEP, Bonnie made one A, two B's, and one C; her GPA is now 3.00. Bonnie is an example of the many students who have succeeded in STEP.

Poor academic skills were identified as a second barrier to student success. From the perspective of STEP, academic skills are those skills that allow students to successfully complete college level courses. Academic skills relate directly to self confidence, since self-confident students are able to solutions to academic deficiencies.

Partners have stated that the majority of the clients they serve have very limited academic backgrounds. For this reason, STEP's curriculum was developed to strengthen the student's academic deficiencies. This was done by involving students in "college type" writing activities, note-taking exercises, test-taking exercises, and library utilization. For example, such

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activities offered the students exposure to what they would face during college. In addition, these activities allowed the tutors and the activity specialist to evaluate a student's academic background beyond a single placement test. These activities allowed the activity specialist to evaluate different student academic skills in practice. The tutors and activity specialist used this information to help with student placement as explained in Objective 2. However, STEP staff realized that a series of workshops delivered within six weeks were not sufficient to overcome all academic deficiencies. Therefore, STEP developed a retention and support phase that offered extensive academic tutoring (see Objective 5).

Last, lack of **institutional knowledge** was identified as a barrier to student success. This related directly to self-confidence. Uninformed students often seek solutions to their difficulties from inappropriate sources. When inappropriate information is given, self-confidence diminishes. Ultimately, students stop seeking solutions entirely. In the case of LEP students, lack of institutional knowledge is very often related to their own perception of their language limitations. Some of our students, prior to joining STEP, had very discouraging experiences when applying for admission. For example, at EPCC, prospective students go to an intake window before going to the admissions window. There they are asked what they want to study. Many LEP students who go on their own to apply for admission answer the intake window person in Spanish. Some admissions personnel consider that responding in Spanish to a question posed in English is tantamount to being illiterate in English. As a consequence, many prospective students are given an appointment to take an ESL placement test instead of the regular test which places students in academic courses. While students can choose not to take this ESL placement test, they are never told this. Students who are unaware of institutional policies and their own rights normally do not complain. This is exactly what happened to three of our students before they entered STEP. Elvira, Yolanda, and Marta had been studying English at a language school in El Paso for some time. They had also been studying so that they could take their GED exam. Some time prior to coming to STEP, they had gone to EPCC on their own to apply for admission. Before they knew what had happened, the admitting personnel at EPCC had scheduled all of them for an ESL placement test. When they inquired about the regular placement test, they were told that they could not take it because of their limited English. The three students were placed into level one of a six level ESL program. If they had started their educational careers in ESL it would have taken anywhere from two to three years of ESL before they were allowed to begin their academic courses. Luckily, these students found their way to STEP. Once in the program, the activity specialist discussed the different types of placement tests given to prospective students at EPCC and the different career routes open to students. After this, the students and the activity specialist talked about the types of questions on both tests. One day after entering the program, Elvira, Yolanda, and Marta went to EPCC to make an appointment to take the regular placement exam. The results of the regular placement exam indicated that the three women could enroll in remedial courses. These remedial courses placed the students just one semester away from beginning a full semester of credit academic courses. By taking the regular placement exam, the three women avoided two years of unnecessary courses. The STEP staff understood that students with **institutional knowledge** often found that solving their difficulties increased their self confidence and potential for success in college.

Applied self confidence was developed through hands on-activities and real life situations such as field trips, role playing, interaction with guest speakers, student brainstorming, group discussions, problem solving, and reading and writing activities. Through such activities students began to develop a sense of self-worth and a belief that they were cared for and understood both by the community and their college system. This, in turn,

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resulted in students actively seeking interaction and information on their own.

Academic skills were developed through reading and writing exercises, note-taking and test-taking exercises, library activities, group work, independent work, interaction with college faculty, listening exercises and verbal communication exercises.

Institutional knowledge was promoted through field trips to and interaction with representatives from the financial aid office, the counseling center, the tutorial center, the library, different academic and vocational departments, and student activity centers.

All the activities described above were interactive and provided to the students through holistic workshops. Each holistic workshop was based on a five part model. The five parts were: a critical discussion, a writing activity, a reading activity, a group activity, and application activity. At completion of a 100 hour session of workshops, STEP students earned admission to EPCC, completed their financial aid application, took the college placement test, received career counseling, received academic advising, visited fundamental college offices, interacted with key college personnel, improved their academic skills, improved their self confidence, earned an understanding of the college's purpose and its bureaucracy, and built their language and basic skills.

Many of the activities described above were made possible by the cooperation of college personnel from the office of recruitment, the office of admissions, the financial aid office, the counseling center, the library, and the career center. Some of these offices appointed college liaisons to the STEP program.

The effectiveness of the curriculum was evaluated through an initial student assessment, a student portfolio, an end of session student assessment, and observation by the activity specialist. The initial assessment identified a student's collegiate goals, strengths and weaknesses. The student portfolio, end of session assessment, and observations by the tutors and activity specialist helped determine if the curriculum was preparing students to succeed in college. While the success of the curriculum was ultimately determined by the students' collegiate success, some effects were obvious. The immediate goal of the curriculum was to help students gain a clear understanding of the college and enroll them for further training. Two hundred and one students completed the workshops and applied for admissions into the college. All these students stated that they had been motivated by the activity specialist to enter college. Furthermore, the majority demonstrated an improvement in their writing skills, note-taking skills, and test-taking skills. They all became familiar with the college library, tutorial center, career counseling center, job placement office, academic advising center, and many other college facilities. In addition, those student who enrolled in college made and continue to make extensive use of these facilities, the library and tutorial services in particular.

While 40 students out of 201 decided not to start college, some had difficulties beyond STEP's control. For example, prior to entering STEP, some students attended other proprietary schools while receiving Stafford loans. These students attended STEP workshops and enrolled in college. However, since many defaulted on their earlier loans they could not receive financial aid. Characteristically, STEP students who did not receive financial aid could not afford the college tuition.

The curriculum was presented to the program partners and received their approval. It was also tested extensively throughout the past couple of years. Students responded in a very positive fashion. It should be noted that the

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transitional curriculum also provided students with an orientation to academic life. Additionally, support services that provided information provided during workshops were offered during the retention and support phases (see Objective five).

STEP conducted 20 workshop sessions between May 3, 1993 and December 16, 1994. Students attended workshops at various sites throughout the community. Some of these sites included the Truman, Alvarez, Salazar, Sherman, Paisano, and Padre Pinto apartment complexes and were facilitated by the EL Paso Housing Authority. The El Paso Public Library, WTSC, and DHS have also provided classroom space for workshops.

Many students who completed the STEP workshops became highly empowered and obtained work-study jobs in several college departments. In addition, STEP students volunteered to provide tutoring to other students.

In January, 1995, the Texas Education Agency (TEA) sent a Task Force throughout the state in order to collect information regarding adult education. During their visit to El Paso, twelve STEP students testified before this task force. These were the only students testifying from the college. It should be noted that EPCC serves over 27,000 credit and non-credit students. During the testimony, the students requested that programs such as STEP be continued. In addition, they requested that TEA establish more empowering adult education programs. One of their complaints was the fact, that aside from STEP, every other program in the past had advised them to get short-term training to work in industry areas. One of the students stated that many industry jobs in El Paso are exploitative. This student feels that if the state is committed to education, it should educate people so that they will not have to work in factories.

The STEP curriculum was highly empowering due to its student-centered approach. The STEP curriculum never forced students to participate in anything in which they did not wish. It merely offered students the opportunity to explore options. Students were not rejected regardless of circumstance. One difficulty encountered was that at a given site, attending students had different educational levels. To resolve this, STEP always encouraged the more advanced students to assist the other students. This always worked as an empowering tool. Students learned to tutor their fellow students and felt a sense of altruism. In addition, they strengthened their own skills. As a result of this practice, several STEP students obtained tutoring jobs within the college. On the other hand, the less advanced students never felt that they were being left behind. The sense of camaraderie among STEP students and staff was very high. Former STEP students always spoke to new STEP classes and offered their assistance with recruiting and tutoring.

During the first week of March 1995, the EPCC cabinet officers met to discuss college funding for next year. Several STEP students sent support letters to the cabinet requesting continuation of the STEP program.

Objective 4: **To develop and implement an assessment system which is used to monitor the 200 students' progress in participating in the project.**

In order to develop an assessment system, the STEP coordinator met with the partners to identify reasons for college success and failure. In addition, the STEP coordinator held focus group meetings with both EPCC college instructors and students in order to further understand reasons for failure and success. Finally, the program coordinator and the activity specialist received invaluable input from a group of students served directly by STEP in the initial session of workshops. The information collected from these meetings led to the development of the following assessment tools:

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1. An initial student assessment which identified students' strengths and weaknesses related to college success before they entered STEP (Appendix 3).

2. An end of session student assessment which compared student growth from the moment they entered STEP until they completed the STEP curriculum (Appendix 4).

3. A student portfolio which evaluated student development from the moment they entered the STEP program until they completed the STEP curriculum (Appendix 5).

4. A data base which monitored students collegiate progress from the moment they entered STEP until the completion of their collegiate careers (Appendix 1).

The assessment system was implemented for the 201 students who completed STEP sessions. In the initial assessment, students were asked to describe their familiarity with different college services and facilities such as financial aid, tutorial services, counseling, the library, and the different campuses. The initial assessment showed that 85 percent of STEP students were completely unfamiliar with these college services and facilities. Furthermore, the assessment required students to complete a writing activity. Regardless of the students' knowledge of English vocabulary and grammar, 80 percent of the students could not develop a college level essay. The initial assessment also showed that 70 percent of the students did not have concrete vocational or academic goals. Observations from the tutors, activity specialist, and the program coordinator further showed that overall student self-confidence was usually low.

The end-of-session assessment showed that, after completing the workshops, students developed a clearer understanding of the college. Some students identified academic and vocational goals. Observations from the tutors and activity specialist throughout the sessions indicated that most students could write a college level essay although they still experienced limitations with mechanics and vocabulary. The portfolio assessments also indicated that student self-confidence had improved.

While the curriculum improved student collegiate skills overall, students needed further support. Specific support and retention strategies were developed to ensure student academic success (see Objective 5).

As mentioned before, the purpose of the transitional curriculum was to help students succeed in college. At this point, it is still early to tell how successful students will be in the future. However, the latest findings show that STEP put students on the right track toward a successful academic career. Of the 201 students who completed phase one, 161 enrolled in at least one college semester. Forty one (41) of these students are currently attending their first semester of college. One hundred twenty (120) completed at least one or more semesters. The average first semester GPA for all the students was 2.43. The average number of hours attempted during the first semester was 11.8 hours. The average number of hours completed was 9.4. The average cumulative GPA for all STEP students was 2.66. The average number of hours completed was 15.1. The GPA for STEP students was substantially higher than the GPA for all college students calculated during the 90-91 year (the average GPA for all EPCC students was 1.51).

While the assessment system was developed for STEP, it is currently being used at the EPCC Literacy Center for other projects since the Literacy Center's old assessment system did not have a tracking component. Therefore, it was impossible to track students once they left the program. This STEP assessment system now allows the literacy center to track its students

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indefinitely. The STEP assessment system allows the Literacy Center to conduct extensive follow-up studies on it's students. In addition, the Literacy Center will continue to track all STEP students beyond the funding period. The Literacy Center currently serves over 500 a year.

The assessment system was developed by the project coordinator and the project activity specialist with assistance from the Literacy Center's information systems coordinator. The information analyzed through the assessments, the student portfolio, and the information monitored by the data-base was with the partners and received their approval. It should be noted that the assessment system, student portfolio, and data-base can still be modified in order to include additional information identified by the partners and/or students. The latest modifications to the assessment system were implemented in December 1994.

In addition to the above assessments, other assessment tools were developed to monitor students progress once they entered the college retention phase. These tools included an instructors' biweekly report (see Appendix 6) and a weekly tutor report (see Appendix 7). The instructors' biweekly report was one of the fundamental reasons for STEP students' success. This simple report, completed by instructors, informed the tutors of academic deficiencies which students had. This allowed tutors to concentrate their energies on helping students to overcome specific deficiencies. The weekly tutor report reflected tutor-student interaction and student progress during a given semester. These tools were developed by the coordinator, activity specialist, and the tutors.

Objective 5: To provide support services and retention strategies for 200 students enrolled in STEP.

From the moment students entered the STEP program their progress was monitored by the program coordinator, the activity specialist and the tutors. Immediately after completion of a session of workshops, students entered into a pre-collegiate retention phase. During this phase, students audited classes and participated in activities at the college with the assistance of tutors. This was done whenever there was an interim period between the completion of a STEP session of workshops and the beginning of a college semester. For example, students who completed a STEP session of workshops on June 4, 1993, audited classes and participated in activities at the community college until the Fall semester started on August 22, 1993. This was done for three reasons:

1. To further improve students academic skills and understanding of the college, supplementing instruction provided during the workshops.

2. To keep students interested during this period

3. To meet some agencies' requirements to keep their clients involved in learning activities for 20 hours a week at all times.

4. To continue to build students' language and academic preparation.

The following are examples of activities that students participated in:

1. Students attended different academic courses in the company of tutors to improve the following academic skills:

    a. listening skills

        a.1 students listened to class discussions without taking notes.
        a.2 tutors met with students after class and discuss class content.

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b. asking questions

b.1 students participated in class discussions and asked questions

c. taking notes

c.1 students took notes from class discussions and reviewed them with tutors

d. study sessions

d.1 tutors organized study sessions with students to review contents of classes and class materials on a weekly basis
d.2 students read, reviewed and discussed literature introduced during classes.
d.3 students wrote summaries of essays related to class discussions.
d.4 students took practice tests.

2. Students participated in college-related activities such as attending student association meetings, campus films, and other non-academic activities. This was done in order to get the students involved in the college beyond the purely academic activities.

3. Students completed telephone registration as a group with the aid of a tutor or the activity specialist. This was an area where students had great difficulty. The activity specialist or the tutors instructed students how to register by phone.

Furthermore, the activity specialist and or the program coordinator met with students on a regular basis to address other student concerns. Student needs were addressed directly by the program coordinator by either finding direct answers to students' concerns or advocating for the students when necessary.

Once college classes began, students would enter phase two. During phase two, tutors would participate in classes with students. This allowed tutors to organize study sessions with the students. Tutors also worked with students helping them procure materials independently.

STEP students were required to meet with tutors for at least three hours a week. This approach ensured that student academic deficiencies were addressed as they appeared. This approach further allowed students to enroll in classes that were more advanced than those which their college placement tests indicated. This reduced the need for meaningless remediation which would have become an endless task and another "black hole" to some students.

Joe provides an example of how tutoring allowed students to avoid unnecessary remediation. Joe had dropped out of high school ten years before and had never been in a college setting. Joe, took his college placement test during the Summer of 1993. The placement indicated that he should enroll in Reading 3109 and BASK 3003 (writing), two remedial courses. Joe had attended phase one of STEP and was scheduled for tutoring during the Fall of 1993. Therefore, the activity specialist felt that Joe could handle a more challenging load. Joe enrolled in English 3110, a freshman composition course; Introduction to Psychology 3101; US History 3101; and Math 3100, a remedial math course. Joe participated in extensive tutoring during the Fall of 1993. In the end, Joe earned a "C" in English composition, a "B" in Psychology, an "A" in History, and an "A" in Math. Joe's first semester in college was an unquestionable success and a boost to his self esteem. Without STEP, Joe would have taken remedial courses during the Fall of 93. Joe is still attending college and has already completed 36 credit hours and he has

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maintained a 3.2 GPA. He intends to transfer to the University of Texas at El Paso in the Fall of 1995.

The STEP tutorial approach was fundamental in helping many students like Joe succeed in college. While the transitional workshops exposed students to many aspects of college life, there was not always sufficient time to develop completely self-sufficient students who would stay in college. Anita provided another example of the way STEP tutoring helped students succeed. Anita completed a STEP transitional session in the Summer of 1993 and was attending the Fall, 1993 semester. Anita met with her tutor on a regular basis and told her she was having no difficulty with her classes. A month after the semester started the tutor received an instructor report from an Anthropology course. The report stated that, while Anita understood the subject and was passing the tests, she was not doing her homework or participating in class. The report stated that this would result in possible failure for Anita. The tutor immediately conferred with Anita so that she could make up all her homework. In addition, Anita was encouraged to actively participate in class even though she was reluctant to do so because of her foreign accent. Anita had not realized that simply passing tests was insufficient for this particular instructor; participation and homework were important too. Anita's case is not unusual. Students are sometimes unaware of what it takes to successfully complete classes. STEP tutors played a fundamental role in helping students identify and overcome such academic obstacles.

The STEP tutoring concept was presented to EPCC's director of academic advising and received his approval. An advisor was appointed to the STEP program to advise students to consider the extra tutoring provided by STEP. This meant that a student who scored poorly in the placement tests could be allowed to take a more advanced class if the activity specialist recommended it.

Support services and retention strategies were discussed with the partners both individually and in group meetings. The ideas were received with much enthusiasm. From the partners' perspective, the support services and retention strategies identified were in demand by students and would increase collegiate success.

Objective 6: **To establish a partnership, consisting of eleven service providers, in order to effectively design the STEP program so that it meets the transitional needs of LEP students in the community.**

One of the fundamental roles of the STEP program was to design a program which met the needs of LEP students in the community. In order to do this, STEP's director and coordinator participated in several meetings to obtain input concerning LEP students from eleven partners identified in the original grant proposal. Their input was used in the development of each of the objectives above. For example, all partners identified poor self-confidence, lack of institutional knowledge, and academic deficiencies as the most damaging barriers to students' academic success. Methods to overcome all these obstacles were incorporated into the development of the curriculum.

The partners participated in STEP in various ways. Some of the partners such as DHS, URGPIC, YISD, EPISD and the El Paso Housing Authority were identified as student providers. Student providers identified and referred LEP students to STEP. In addition, the El Paso Public Library and the El Paso Housing Authority contributed by providing access for STEP students to their facilities and teaching materials. Facilities included space for classes. URGPIC and DHS also provided support services to STEP students such as child care services, transportation money, and financial aid.

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In addition, STEP has worked to identify new partners who could serve LEP students in the community. Some of these included the West Texas Community Supervision and Corrections Department Literacy Center (WTSC), several elementary and middle schools, several Head Start and Even Start programs, and various other community organizations. All these partners expressed great enthusiasm about participating in STEP. In addition, they supported the program in trying to identify and secure additional funding. Further, the Texas Education Agency (TEA) sent a Task Force to El Paso to identify concerns regarding adult education. Most of the partners testified to the need for more programs like STEP. STEP was discussed extensively during the Task Force sessions.

UNEIPECTED BARRIERS

STEP did not encounter many unexpected barriers. This was because STEP developed its program based on encountering unexpected barriers. Therefore, barriers were always expected. It is important, however, to discuss some of the most challenging obstacles.

One of the barriers that STEP students have faced is gender related. Seventy eight percent of the STEP population were women. Ninety-nine percent of these women were mothers and half of them are either single or divorced. The majority of these women were homemakers for much of their life and had little opportunity to enter the cultural mainstream. According to Rosalia Solorzano, EPCC counselor for the Women's Center, women face overwhelming barriers when entering a collegiate setting. Aside from having to take care of their families, women face discriminatory attitudes from all areas of the community. Ms. Solorzano explains that women are the ones who usually seek welfare, a humiliating task in itself. Aside from the long lines and poor physical conditions in which welfare seekers are placed, women are usually treated very poorly. In addition, LEP women are mistreated because of language barriers.

While some of the circumstances described above affect both LEP men and women, the women seem to be most susceptible to them. Most male students have been exposed to mainstream culture prior to their approaching college. LEP women, by virtue of having to take care of their families, have been more isolated from the mainstream culture. Therefore, their first encounters with these barriers result in greater culture shock. Additionally, many women have to deal with chauvinistic attitudes from their husbands and other males in their day-to-day life. Married women are usually told by their mates that their duties are at home and that college is only a past time that they must manage "on their own time."

In order to help students face these sorts of difficulties, a counseling component was incorporated in to the program. Once a week, students (both men and women) were invited to participate in optional group counseling sessions. These sessions were conducted by a certified counselor who provided individual counseling as needed.

Another important barrier was lack of financial aid. Many STEP students previously tried college on their own with little success. Some attended proprietary schools which loaned them money (usually Stafford loans) for training over short periods of time. These students usually didn't find satisfactory jobs and ended up defaulting on their loans. Other STEP students attended EPCC on their own and failed their courses. In both cases these students lost their financial aid eligibility. Until September 1993, students in this sort of predicament were referred to Upper Rio Grande Private Industry Council (URGPIC) and they financed college courses for four STEP students. Unfortunately, however, by October 1993, URGPIC had no funds available. Therefore, since 1993, STEP has been unable to help students in financial

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trouble. Thus, most STEP students who were unable to qualify for some sort of financial aid could not enroll in college.

CONSEQUENCE OF LACK OF A THIRD YEAR OF FUNDING

STEP was a program which successfully transitioned students into college. In addition, STEP tried to prepare students for collegiate success. Ultimately, collegiate success is the fundamental determinant of whether or not the students were properly prepared. Studies show that on the average traditional students take five to six years to complete a baccalaureate degree and usually take two and a half to three years to complete the equivalent of an associate degree. Traditional students are between eighteen and twenty four years old, have completed high school, fall into the middle socio-economic class, and do not have children.

Thus, if this study had been conducted with traditional students, two years of funding would have been barely appropriate. However, most STEP students spent two to three months in a transitional phase and once they entered college, many had to take some remedial courses. Since most were receiving financial aid, they usually did not attend summer school. Even if they had money for summer school, most would not attend because most stayed home and cared for their children. Additionally, due to responsibilities outside of school, most students did not take more than twelve hours per semester. Therefore, it is impossible for most STEP students to complete their studies in two years. Three years had to be the minimum time for such a program to demonstrate success.

It should be noted that there seems to be extensive funding available to conduct studies concerning adult education. However, both program length and program expectations tend to be shortsighted to say the least. As a result, many grant funded programs fail and do not continue to be funded. Program length and expectations should be based on realistic time frames. Realistic time frames should account for the needs, difficulties, barriers, and cultural dilemmas that undereducated adult learners face. If society anticipates and expects that a well-educated, financially stable, twenty year old will take five to six years to successfully obtain what most would consider a meaningful education, then no more ought to be expected of society's underprivileged.

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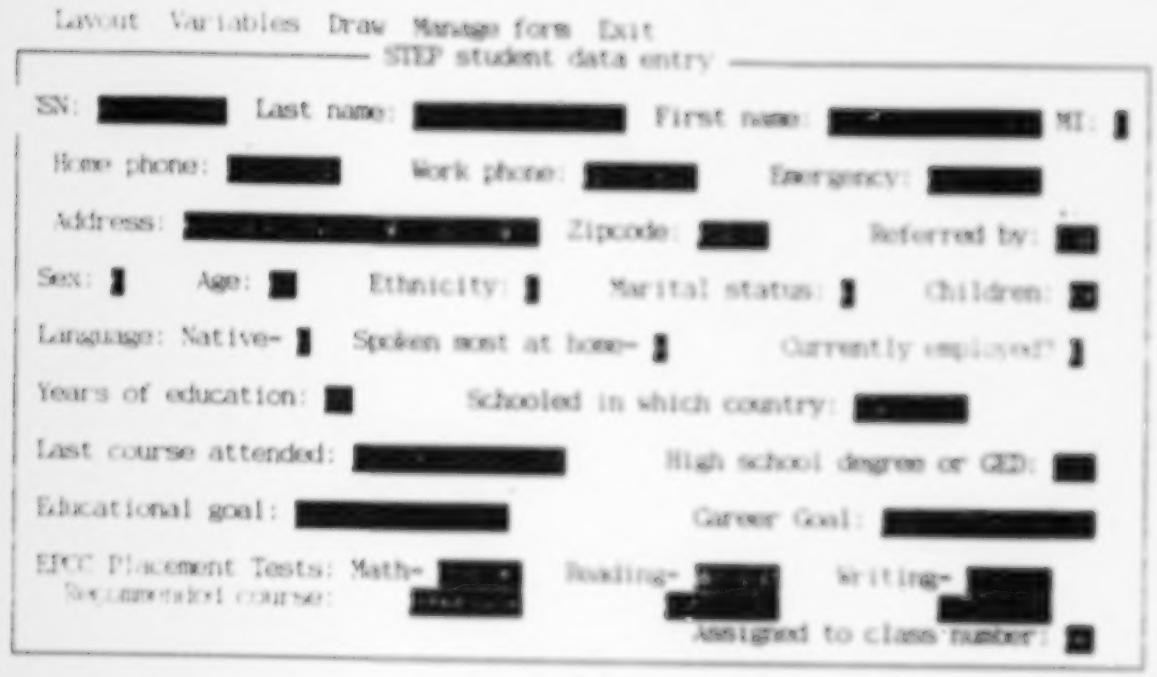
APPENDIX 1



STUDENTS Edit Table: STUDENTS Page 1 < 1, 1>

Layout Variables Draw Manage form Exit

Student Portfolio for: [redacted]

SSN: [redacted] Eval date: [redacted] Instructor: [redacted] Site: [redacted]

4=Excellent; 3=Good; 2=Little improvement needed; 1=Much improvement needed

Answer 1=Yes or 2=No

Same scale as above: 4 to 1

Goals:	Understands purpose & process-	--------Reading Skills-------
Attends:	Admissions:	Understands content:
Punctual:	Orientation:	Finds important info:
Attentive:	Phone registration:	Has summarizing skills:
Motivated:	Walk-in registration:	Uses language:
Independent:	Financial aid:	
Group work:	Is familiar with & understands-	--------Writing Skills-------
Cmplts work:	Financial aid:	Holistic writing score:
Criticism-C:	Tutorial services:	
Criticism-I:	Career counseling:	
Participate:	Advising:	
Asks:	Family counseling:	
Thinking:	Crisis counseling:	
Retains:	Child care services:	
Behavior:	Library services:	
Test taking:		
Note taking:		

PORTFOLIO Edit Table: PORTFOLIO Page: 1 < 1, 1>

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STEP Student Tracking Data Entry

SSN / NAME	-EPIC Hours- Sem	Enrll	Compl	GPA	P/NI	FA	Tutr	-Counseling- Crr	Fam	Crss	Libry	Comm
[redacted]												

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APPENDIX 2

STEP WORKSHOP #1 INTRODUCTION

PURPOSE: In this workshop the students will get to know one another. The students will discuss what the function of STEP (Success Through Transitional English Program) is and for whom it was intended. The STEP curriculum is an experiential, hands-on, student centered, culturally sensitive, open-to-change curriculum. It is a curriculum which was conceived to meet the needs of Limited English Proficient (LEP) people who wish to pursue a course of studies at an institution of higher learning, i.e., community college or university. Because they are LEP many of the students have encountered barriers in the community which prevent them from functioning as fully integrated citizens of the community for whom essential services exist but must be requested. STEP is attempting to bridge the chasm between the educational institutions in El Paso, Texas, and LEP students who wish to study there. By participating in the program, STEP students will learn how to make their way around the community college or university by availing themselves of the services which are provided for every student at that institution. By participating in this program, STEP students will also acquire necessary academic skills which will allow them to succeed in school once they are in. In order to tailor the curriculum to need the needs of every particular group in every session, the students will be given a questionnaire to fill out which will allow the instructor to see where the students need the greatest orientation in order to be able to function in an academic environment. Once the students have filled out the questionnaire, they will discuss what they have learned.

CRITICAL DISCUSSION: The students will go through the questionnaire, question by question, and decide on the answer to each question. It should be emphasized that the students should be the ones who arrive at the answers, and they will appeal to the instructor only when they can not agree on an answer.
These are a few of the questions on the questionnaire:
1) Do I have to be a citizen of this country to be enrolled at El Paso Community College?
2) Can a woman who is pregnant still attend classes?
3) Can I change majors once I have declared one?
The purpose of this discussion is twofold: first, the students will become conscious of how much they know or do not know about the college; second, they will learn to rely on each other to be disseminators of knowledge and not be dependent on the authority of the instructor to make judgements.

WRITING ACTIVITY: The students will write a paragraph in which they detail any misconceptions they had about the community college and what they learned as a result of filling out the questionnaire and participating in the discussion. Once they are taking classes, they will be held accountable by the instructors for expressing, usually in written form on exams, what they have learned during a given period of time. This is the first writing exercise in this class which is designed to orient the students to the type of academic writing which will be expected of them in college.

GROUP LEARNING ACTIVITY: The students will go to the Valle Verde campus of El Paso Community College (EPCC) and get an application for admission, a financial aid application at the financial aid office. In this way the students will find out about the physical layout of the campus and will identify two important offices. Although the instructor has already made an appointment with the admissions counselor for the following day, the students are still expected, through their own initiative, to go to the campus and get these forms. The act of

picking up their own application for admission to college is the first step in STEP's attempt to empower students to care for themselves.

ACTION ACTIVITY: The students will fill out as much of the financial aid application and the application for admission as they can at home or at their leisure. (The following day the instructor will check to see that the students completed the assignment.)

WORKSHOP #2: INTAKE PROCESS

PURPOSE: The students will go to the Valle Verde campus of El Paso Community College so they can talk to a counselor about their admissions application and also make a date for the placement test they need in order to enroll. They will also get first-hand knowledge of what the admissions process is and how college bureaucracy can manifest itself.

*Instructor needs to make arrangements with a recruitment counselor before this activity takes place. Contact person: Lupe Mendez, coordinator of recruitment and outreach at EPCC, 594-2302.

GROUP DISCUSSION: Students will meet at the teaching site. Before the visit to the college, the students will review some of the questions on the questionnaire they received the day before. They will review some of their answers to such questions as

1) Do you need to know what you wish to study before you enroll at EPCC?
2) Do you need to be a certain age to attend EPCC?
3) Do you need to be referred by someone to enroll at EPCC?

Not only will the review reinforce what they have already learned, but it will make them more confident of being accurate disseminators of information that relates to EPCC. Thus, if a neighbor were to come to any of these students and ask such questions, they would be able to convey vital information. One student has the capacity of passing on very valuable information in her own immediate environment.

Another topic of discussion is how to deal with the type of bureaucratic system which manifests itself at educational institutions. It has been noted that people like the ones STEP seeks to attract often have a very difficult time making themselves heard in bureaucratic mazes. The reasons for this are varied. One fundamental reason is limited language skills in the acquired language. Another reason is almost complete lack of exposure to and involvement in situations where contact with representatives of institutions is formalized and highly impersonal. As a result, these people shun all potential participation in these types of situations and oftentimes go without essential services. What results is a systemic alienation from the greater community and its public institutions. Another very pernicious result is a loss of personal identity in relation to the community(ies) outside of the person's immediate environment. As a consequence, although they may have physical access to a college campus, they are worlds away from ever making use of the college's services. One of the things that the students will be made aware of is that bureaucracies are impersonal by nature. Most of the time when such a person treats a person who enters the bureaucratic maze in a curt manner it is not something which should be taken personally. The students should realize that they must not abandon their dreams because someone within the institution which they are petitioning is not committed to helping them succeed. THERE ARE WAYS TO OVERCOME SUCH CIRCUMSTANCES. The first step is to participate in the process, as they are going to do today when they visit the recruitment counselor. They must also learn to live with and learn to acquire the language of the educational system. Successful interaction with the educational system will make the students comfortable in the environment, the ideological distance between the student and the institution will have been shortened.

Intake Process: The students will meet with the recruitment counselor at EPCC. The counselor will help the students to complete the portions of the application which they were not able to do on their own. The counselor will also brief the students regarding the whole admissions process and the different services which the college provides. Finally, the students

will turn in their admission applications and make an appointment for their placement test, advising, and new student orientation.
(After they have made their appointments, the students can begin the action activity.)

ACTION ACTIVITY: The students will go to several places at the college and pick up flyers at these places which give phone numbers and hours of operation of those places: testing center, career counseling, financial aid. (They will put the flyers in their notebooks.)

WRITING ACTIVITY: The students will learn the form of a multi-paragraph essay. They will write an essay which includes an introductory paragraph, body and supporting details, and concluding paragraph. The students will be asked to write an essay in which they explain to a friend who is not familiar with the intake process at EPCC what the process entails. This activity will be beneficial to students for several reasons. First, it gives those students who may not be familiar with the general form of an essay the opportunity to become acquainted with it before they actually enter a competitive academic environment; for those students who are already familiar with the essay, it affords an opportunity to expand their abilities in a friendly non-threatening environment. Second, it directly gives the students an opportunity to show in a measurable way how much of the information they were exposed to they have assimilated. Even if a student's writing is not at the level where he can easily express complex ideas, he will be able, through the use of different brainstorming techniques which come before the writing of the final draft of the essay, demonstrate to the instructor how much he has picked up from the previous day's presentation. For example, if the student is not yet ready to write a college level essay, she can nonetheless, even if in a list, indicate that she has actively participated in the presentation of information.
Writing well is a skill which is vital in college.

GROUP ACTIVITY: The students will get into groups of three or four people and create a skit about the intake process at EPCC. Each student will be asked to write his own lines of dialogue in her notebook. The students will present their skits in front of the other students. After each skit the audience will critique the performance. The audience will have been told to look for discrepancies between the information presented in the skit and information presented by the counselor. The audience will also be looking at how each of the actors performs her function--is the student asking to be taken lightly by the college's representative because the student is acting meekly, not like a person who knows that she is entitled to information and service? is the student content to accept gruff treatment or insufficient information from the college's representative?
Being conscious of being a person who is entitled to information and services from the college is the aim of this exercise. The student must carry with her the attitude that she is entitled to everything that the college provides. Self confidence, which in part comes from acting successfully in certain situations, is one of the keys to success in college. Confidence in being able to manipulate the academic system to fit one's needs is one of the steps that leads to self reliance in the academic world.

WORKSHOP #3: PERSONALITY ASSESSMENT

PURPOSE: Analyze student personality traits in relation to a job related environment. This assessment is necessary because in the very near future the students will have to commit themselves to a major field of study. Though there are some students who already know what they want to study, there are some who are not yet committed. In order not to waste time once they start taking courses, it is good to have an idea of what they would like to study in college. Also, going to college is not an end in itself. Once they have finished their training in college, they will go into the job market and put into practice what they have learned. In order that none of the knowledge and skills that they have acquired go to waste, it is advantageous to be suited to the field that they are going into.

GROUP DISCUSSION: The students will discuss "personality" as "totality of distinctive traits of a person." The students will discuss the elements of the definition. The students will answer questions such as the following:

1. Do you adapt well to new situations?
2. Are you patient?
3. Do you work well with new ideas?
4. Are you punctual?

Once the students are familiar with the format of the discussion, they will be asked to write their own sets of questions which they will ask to their classmates. Making their own sets of questions has an important function. Often people who have not had much formal education are accustomed to thinking that any information presented by the electronic media or by an authority(teacher) is the dead end to any avenue of discussion. As college students they will often be asked to extrapolate from given information and add to the pool; also, they will often be asked to offer new interpretations, with appropriate support, for a given body of knowledge. Asking questions is a fundamental step in acquiring knowledge. Students who can question are successful.

READING ACTIVITY: The students will be given a personality instrument. The instrument assesses characteristics in relation to team working. The students will answer the questions and complete the instrument.

WRITING ACTIVITY: The students will write a list of traits that they think they possess. The students will then be given the results of the test. The students will compare their list to the results of the personality inventory. In an essay they will write whether they agree with the results of the test or not. They will have to give reasons for making the claim that they make. In this way the students should become familiar with the process of giving support for any claim that they make and also relying on their own sense of judgement to correct or bolster an assessment which they think is accurate or inaccurate. Writing backed by appropriate support and exercising one's sense of judgement are practices that lead to academic success.

GROUP ACTIVITY: Students will get into groups of four. They will perform a skit in which they will have different tasks based on their personality traits. They will also justify the decisions they have made.

EXAMPLE: The students will be told that they are responsible for filling the following positions in a school:

1. principal: in charge of overseeing school functioning
2. teacher: responsible for teaching classes
3. counselor: responsible for advising students individually
4. curriculum specialist: responsible for designing class contents

ACTION ACTIVITY: The students will write five things that they have learned based on the workshop. They will also review their previous goals in light of this workshop.

STEP WORKSHOP 4: FINANCIAL AID

Purpose: Students will visit the financial aid center where they will be instructed how to fill out the forms necessary for their receiving financial assistance for their schooling. The outcome of the visit and the ensuing discussion will be that the students will gain an awareness and understanding of the whole financial aid application process. As with the admissions process, their visit to the financial aid office is of vital importance. Today they will take a very important step in securing financial assistance for their education. They will be introduced to the process of filling in forms with information derived in great part from their income tax forms and other pertinent financial documents. Once they have completed the session with the counselor they will feel more confident about being able to fill in the forms necessary for enrolling in school, and they will also have learned how to supply important information that any academic institution would ask of them.

*Prior to the visit the instructor will have reminded the students to bring a copy of their tax return, social security card, proof of citizenship, etc.

*The instructor will have previously made arrangements with the financial aid counselor to ensure that she can allocate the necessary resources needed to handle the visiting group. Contact person: Terry Partanen, director of financial aid at EPCC, phone number: 594-2566. The instructor and the students will meet at the teaching site and travel as a group to the financial aid center.

Critical Discussion: Before the visit to the financial aid center the students will participate in a dialogue in which several themes pertaining to their visit will be discussed. We will begin with a general discussion of what "financial aid" means. Who provides this assistance? Why was this type of financial assistance for aspiring scholars instituted? Where does the money for this program come from? What are the responsibilities of a person who receives this kind of financial help? What are the aims of a program/nation which affords most of the eligible population an opportunity to participate in higher education? What are the obligations of a student to herself/community once completing a course of studies at an institution of higher learning?

Reading Activity: On the day of the visit to the financial aid center, the students will bring the federal and state financial aid application forms and manuals which they picked up at the college. The students will complete the federal forms with assistance from the financial aid counselor. The counselor will answer any questions that the students may have. After completing the forms, the students will go home.

Writing Activity: There will be a review of the previous morning's discussion and the information received at the college financial aid center. That review will serve as a prewriting activity which will lead to a writing assignment. The students will be asked to write a process essay in which they explain to a friend how to apply for financial aid. The students will be able to express in chronological order how to fill out a federal financial aid application.

Group Activity: The students will create a skit in which they represent financial aid counselors and students applying for financial aid for the first time. They will be asked to use the language which they encountered in their financial aid packets and the vocabulary used by the financial aid counselors. In this manner it is hoped that they will contextualize the grammar and syntax of the situation in which they participated. The students will take on the ethos of the person whom they are representing. For example, the person who represents the college's

financial aid counselor will use the technical vocabulary which was used by the college's representative. Just as important, the person who represents the counselor will reply to any questions which are directed at her with the authority and ethos of a person who is knowledgeable about the financial aid process. The student(s) who play the role of financial aid seekers will ask questions which will force the "counselor" to explicate fully any step of the procurement process which the student might be having trouble with. The activity should both reinforce what the students have already learned and also allow them to act with confidence in a specific context.

Action Activity: The students will be responsible for mailing the financial aid form which they completed earlier. Also, they will be responsible for filling out a state financial aid form which they will turn in at the financial aid office when they receive their SAR's (Student Aid Reports).

STEP WORKSHOP #5: ROLE MODELS

Purpose: To help students meet people who have successfully gone to college after overcoming debilitating obstacles. Some of these obstacles could be lack of preparation at the elementary, secondary, and/or high school levels; insufficient participation in the cultural/economic/political activities of the community at large; personal debilitating problems. The people who are coming to the workshop today are people chosen not so much for their technical expertise but for their perseverance in overcoming obstacles and rising to high levels in the community. Exposure to such people will inculcate in the minds of the students the notion that adversity can be overcome, and that there are people in our own community who have been in circumstances similar to the ones that STEP students are in and are now in high positions in the community.

*The presenters at this particular workshop will be Celia Esparza, Jesus Adame, and Pat Villa.

Group Discussion: Each of the three presenters will give a biographical sketch of her life.
*The instructor had previously met with each of the three presenters and as a group decided what the format of the presentation would be. It was agreed that each would speak for fifteen minutes about the obstacles they had encountered in trying to succeed at the university level and how they overcame these obstacles.
The students will be asked to ask any of the presenters questions concerning their biography.

Reading Activity: Each of the presenters had agreed to bring reading material of an inspirational nature which they felt was instrumental in enabling them to overcome obstacles and succeed in an academic environment. Jesus Adame, for example, is a poet by avocation and he had agreed to bring some of his own poetry to be read and discussed by the class. Mr. Adame's poetry was an activity in which he engaged when he felt particularly frustrated by his environment, and through his artistic release he found that he was better able to cope with mundane problems he encountered on his road to academic success.

Writing Activity: The instructor will ask the students to write a comparison/contrast essay. The students will be asked to describe themselves in what they perceive to be a debilitating situation. They will then compare/contrast themselves in the debilitating situation with themselves in the near future when they have overcome certain obstacles impeding their progress. In this essay the students will learn two of the most common ways of structuring this type of essay.

Group Activity: The students will be asked to get into small groups and each person in the group will give an oral biographical account of himself. The group members who will be listening to the speaker will then have to offer two ideas that will help the student who had spoken to overcome the obstacles before her. It is hoped that in the general exchange of ideas the speaker will be able to see that her problems are in no way insurmountable. Also, the free exchange of ideas inculcates in the students the notion that problems, though encountered by individual beings, are fundamentally societal problems whose only true amelioration is carried out by engaging in a dialogue with societal factors leading to the causes of individual alienation.

Action Activity: The students will be asked to go home and identify things in their home environment which are acting as obstacles in their path. They will then make a list of ways

in which they can improve their home environment. (The students will put this assignment in their notebooks.)

*At a later date the instructor will show the movie Malcolm X. The instructor will also make arrangements to take the students to a city council meeting.

This movie will be shown because it is the depiction of a man who is alienated from the mainstream society, goes through half of his life being unable to read or write, and finally runs afoul of the law. In great part his self education allows this man to overcome his impoverished circumstances. He liberates himself through education and finally arrives at the point where he can feel free to coexist with the other men and women in the world.

The visit to City Council has a slightly different purpose. Although city council meetings are broadcast on cable television, politics on television tend to have an alienating effect. It is ironic that the electronic media, which seems to bring us into the presence of "Action," actually distances us from any activity. We watch T.V. from the comfort and safety of the living room couch. Going to a city council meeting gives the students the impression that they are participating in the actual political process. STEP aims at taking students from the "thinking about" stage to the "participating" stage.

WORKSHOP #6: COMPLETING COURSE SCHEDULES

PURPOSE: The students will participate in a series of activities in which they practice three indispensable skills which they will use all throughout their educational careers. They will read in order to be able to decode the information contained in the EPCC course catalog (which they will have been told to pick up at the college prior to this workshop); the students will also pick up a copy of the course schedule and use it to make a tentative schedule for the following semester. The students will make write an essay in which they give reasons for choosing the courses they chose. The students will also go in front of a council of their peers (much like a person would at City Hall) and the student will answer questions about their course choices. The students will learn how to use a class schedule, course catalog, and defend their choices both orally and in writing. They will become familiar with the institutional processes that every student needs to master while at the same time sharpening their skills in reading, writing , and speaking.

GROUP DISCUSSION: The students will discuss the importance of making a degree plan on their own in preparation for enrolling in future courses, and they will discuss why students should be able to read the class schedule.

READING ACTIVITY: The students will work in pairs and help each other to read the course catalog. They will look up their major in the catalog and check to see which courses they will need to take their first semester (by this time the students will have gotten their placement exam results from the college which will include a list of recommended courses). They will pay close attention to co-requisites and pre-requisites for any course that they select. The students will then look in the class schedules for the semester when they will be attending classes. They will pay special attention to class meeting days, times and campus locations (EPCC has three major campuses located in different parts of the city).

WRITING ACTIVITY: The students will write an essay in which they explain why the / made the course choices that they made.

GROUP ACTIVITY: *The students will prepare to meet with the academic advisor who will the group today. They will show the advisor the courses that they have selected and the advisor will help them to fill out the academic advising form which they will need in order to register for classes. The advisor will also talk to the students about the difference between Associate's and Bachelor's degrees and which courses in their degree plan can be transferred to the university for credit.

ACTION ACTIVITY: The students will visit the closest EPCC bookstore and make a list of book titles for the courses they will take and write the prices for these books. They will also make a list of other school materials they will need and price them at the bookstore.

WORKSHOP #7: CAREER CENTER

Purpose: To help students become aware of career choices. To discuss feasibility of career choices. To visit the career counseling center at Valle Verde campus where students will take a vocational test and receive career counseling.

*The instructor will have contacted the career counselor prior to the visit and made arrangements so that the college will be ready for the visiting group. Contact person: Maria Dominguez, career counselor, phone number: 594-2661.

Critical Discussion: The students will discuss what their educational goals are and what occupation they believe those goals will lead to. The students will discuss what they expect from their occupational field in terms of salary, benefits, time demands. They will ask each other similar questions about their chosen field. The students will ask the similar questions to the counselor when they meet with her. After the discussion, the students will travel to Valle Verde campus.

Reading Activity: Students will be given a vocational test. Students will take the test, and the career counselor will discuss the result with the students. It will be stressed that the students should not be discouraged from vocational choices not recommended by the test. Instructor, students, and counselor should explore any career concern that a student may have. Students will go home and think about career choices.

Writing Assignment: The students will learn how to write a resume. Students will write a resume targeted for a job of their choice. The students will pay close attention to resume format, length and content.

Group Activity: The students will exchange resumes. Students will create a skit in which they will represent an interviewer and a job candidate. The students will also watch the interview video available at the literacy center.

Action Activity: The students will go home and read through the classified section of the newspaper. (If possible, the student should go to the library and peruse the classified section of a big city newspaper.) The students will then write another resume.

WORKSHOP: #8 LIBRARY EXPLORATION

Purpose: The students will visit the library of the Valle Verde Campus of El Paso Community College. The outcome of this visit for the students will be that they will be able to perform certain indispensable functions for a student at college:
1)they will be able to find circulating and non-circulating works(books, encyclopedias, periodicals, videos) by means of several methods--aluse the computer terminals, bluse the card catalog if necessary, clask for help from the librarians;
2)they will familiarize themselves with two major classification systems: a)Library of Congress system used at EPCC and UTEP, and b)Dewey Decimal system used at EP Public Library;
3)they will learn to avail themselves of the expertise of librarians in different departments;
4)they will learn to use computerized databanks such as Infotrac;
5)the students will be told that they are not limited to using only material found in El Paso libraries; they will be shown how to use inter-library loan. (The tour will be conducted by Mr. Chaparro, EPCC librarian.)

Critical Discussion: Before the visit to the library, the students will discuss the importance of libraries in general and the importance of university/college libraries for students. The library will be compared to a museum. The library, unlike the museum, allows for the borrowing of the artifacts contained within it. This will lead to a series of questions for the students.
1) What is the function of a library(personal/private/restricted patrons)/public(open to any member of the community))?
2) Why should a citizen make use of the libraries available in the community?
3) Why should a person, as a being with unique existential concerns, make use of the library?
After this, the students will talk about the importance of the library in the career of a student. The students will respond to several questions.
1) What should a student, in contrast to a non-student general-reader patron, know about the library?
2) What is the importance of the library to the student? (place of study/quiet area, research center, general information center)
Once this area has been covered, the discussion will be about the role that a library can play in the enlightenment of a person.
(When the discussion is over, the class will travel to the library at Valle Verde.)

Group Activity: When the librarian has finished with his presentation, the students will have a library assignment.
The class will be divided into groups of four persons each. Each group will receive a sheet which will ask the group to accomplish a list of tasks. For example, one of the tasks will be to find the entry on Mexico in the micropaedia of the Encyclopaedia Britannica and make a copy of the first page (every group will have a different entry in different encyclopedias). Another task will be to find a book, Distant Neighbors, and make a copy of the first page; another group task will be to make a copy of an article which is on microfiche (the instructor will give the group the name of the journal, name of the author, and the title of the article. They will make a copy of the article. Also, the group will find a video cassette, The History of the United States, Part 1, and they will watch it for five minutes and take notes. The group members can work individually or collectively in meeting their assigned objectives. **When the group have completed their tasks, they can go home.)

Group Activity (cont.): On the following day the students will talk about the process they went through in obtaining the information they were asked to find. This discussion will serve as a prewriting activity for the essay which the students will write after the discussion.

Writing Assignment: The students will be asked to write an essay in which they detail the process one must go through in order to find a book, or encyclopedia entry, or magazine article, or video cassette in the Valle Verde library. The audience for this essay is a friend who does not know her way around the library.

Reading Assignment: The students will have been asked the day before to bring to class all of the copies and notes that they took at the library. Everyone will be given fifteen minutes to read an article or review the notes from the video. After the fifteen minutes, every student will give an oral summary of the article or notes to the class. Being able to summarize is a very important skill. Throughout their careers as students they will have to summarize great amounts of information into short explications.

Action Activity: The students will be asked to get a library card for use at the public library. If they already have one, they will be asked to go to the library with a friend or family member who does not have a card and get one. They will check out a book and bring it to class the following day. The library book will demonstrate that the student has completed the assignment and the book will also be read by the students for fifteen minutes at the start of the following class. After reading, they will make a short summary of what they have read.

WORKSHOP #9: NOTE TAKING

Purpose: The students will be introduced to several methods which they may use when taking notes in class or reading a textbook. They will be able to assimilate the information that they are exposed to better by employing the note-taking strategies. Furthermore, they will become proficient at classifying/organizing the material they are exposed to and in this way become more proficient at communicating both in oral and written form the ideas they have encountered.

Critical Discussion: The students will talk about the importance of taking notes while listening to a lecture or reading a textbook. They will be reminded that information which is not reinforced within twenty-four hours of its introduction is lost at a great degree. Also, the students will be reminded that a consistent use of a system of note taking will afford the student a scheme for systematizing great amounts of information. The class will discuss the following questions.

1)Why should we take notes if we listen attentively? Isn't note taking redundant?
2)Why should we make annotations in our textbooks if we feel comfortable that we are understanding the text?
3)What is the value of taking notes in a certain way, in contrast to just jotting down information?
4)What is the function of note taking for the student?
5)Can these note-taking skills be transferred to what you do on the job?
6)What should we write when we are taking notes?

**Prior to the reading and writing activities the students will learn how to prepare for taking notes in a lecture or from a book.

1.lecture

1.1 course syllabus (this is instrumental in determining what topic is to be covered that day)

1.2 do the assigned reading (the lecture will reinforce what the student has read; it should not be viewed as the only legitimate source of information for that class;Also, the instructor will stress that reading and listening are two mediums which are complementary and not mutually exclusive--the result for the student who keeps up with the reading being that she can fill in gaps in her learning that may have otherwise been left vacant)

2. book

2.1 make time for reading (reading out of class is as important as going to class everyday; students must realize that they need to schedule time for reading)

2.2 divide the reading into productive time increments (the student should take into account the length of the assignment and be aware of his attention span so that adequate time is allocated for finishing the reading assignment) [the students will work on an exercise designed to discover how long they can read before their mind wanders]

**After these prolegomena the students will learn techniques for taking notes during a lecture and while reading a book.

1. lecture

1.1 pay close attention to the speaker's voice (a good lecturer will usually signal by changing his tone of voice when he is elucidating something which she believes is of importance)

1.11 be attentive to a speaker's repetition of major points

1.12 be aware that speakers will sometimes ask if there are any questions or solicit comments at a point in the lecture when she is discussing important ideas

1.2 be ready to write notes on a sheet of paper(use only one side so that when it come time to study all the notes will be visible and there will be no need to flip back sheets)

1.21 make a line down the left margin of the paper and leave that space empty until after class

1.22 write down only major points and most important supporting details which the lecturer presents

1.23 as soon as the class is over review the notes and in the left-hand column write the main idea represented in a segment of notes (this will help the student remember the main ideas of the lecture)

2. book

2.1 read for fifteen minutes and then stop to summarize what you have read(the summary can be made "in your head" or you can recite the summary to yourself

2.2 write in your book in your own words the main idea(s) of each section of reading

2.3 underline key words and phrases

Writing Assignment: The students will listen to a lecture about the rise of rhetoric in Athens in the second half of the fifth century B.C.E. The lecture will last for forty-five minutes and the students will take notes.

Along with the oral presentation, the lecturer will also make an outline of the lecture on the chalkboard. After the lecture the students will get ten minutes to write the major points of the lecture in the left hand margin of the note sheet--the recall area. This exercise will allow the students to practice the note-taking methods that they have just been exposed to and ask the instructor for any further clarification.

Reading Assignment: The students will receive three pages of copy from a text; the theme is rhetoric in ancient Athens. The students will get half an hour to read the text and make markings on the pages. It is likely that none of the students in the class have ever been exposed to the material in the lecture or the reading. They will be reminded that this type of disorientation is common in many college courses, especially if they are studying something that they have never studied before. The students will learn that initially much of the reading they will encounter will seem undecipherable, but that close conscious active reading and summarizing will eventually yield results. As one's reading and skill at summarizing increases, once unfathomable texts yield information readily. The student will no longer be afraid to be overwhelmed by new reading material. They will understand that meaning does not come at once when one is reading difficult material, and they will also understand that there is meaning to be made of any text if they have a system for capturing meaning.

Group Activity: The students will get into groups and discuss what they have heard and read. They will compare notes and decide what are the major points of both the reading and the lecture. Working in groups is something which students will do in their academic and professional careers. As students they will form study groups and be able to prepare more thoroughly for an exam because they will be exposed to the cross currents of ideas from every direction; in these groups they will be to clarify any misconceptions about the material they are studying. Students who can make use of all the resources around them, even other students, will be more successful in their studies.

Action Activity: The students will go home and study for an exam the following day based on the lecture and text.

WORKSHOP #10 TEST TAKING/STRESS MANAGEMENT

PURPOSE: The students will be introduced to ways of preparing for test and alleviating the stress that comes form being a student. If a student is to succeed she must finish all the tasks that are assigned to her in an academic setting, and he must be able to finish without damaging her health. Test taking is unavoidable for a student and they should learn how to best approach this activity. Stress management is essential if a student is to perform at her peak.

GROUP DISCUSSION: The students will engage in a dialogue in which they discuss the importance of knowing how to take tests and managing stress. These are some of the questions that the students will discuss.

1. Do you feel confident when you take tests? Why? Why not?
2. Do you fear taking tests?
3. How do you prepare for tests?
4. How do you use your lecture notes to prepare for tests?
5. How do you use your reading notes to prepare for tests?
6. When do you study for tests?
7. What have been your experiences with tests in the past?
8. Does being nervous ever keep you from studying?
9. Does text anxiety make you ill?

GROUP ACTIVITY: The students will learn a few techniques that they can use to reduce stress daily and before taking a test.

1. physical exercise--in this workshop the students will do light stretching
2. focus (no point)-- this is a technique which teaches the student to "make his mind blank" by focusing on no particular point, thereby relieving the stress caused by the traffic of ideas in the mind
3. focus (point)--this technique is similar to the one above with the exception that this time the focus will be on something which is pleasing to the student; again, the aim of the exercise is to relax the mind for a short period of time so that the student can go about more freely while completing her tasks
4. breathing--this exercise teaches the students to engage in conscious breathing to reduce stress

Everyone in the class will practice each one of the techniques

WRITING ACTIVITY: The students will write a paragraph about which method they think would work best for them.

READING ACTIVITY: Today the students will take a written exam based on the previous day's lecture and reading. Before the exam they will discuss how to prepare for the test and how to take a test.

1. Pre-test

1.1 plan ahead--planning for an exam begins with the first day of school; check the syllabus to find out when exams are planned for

1.2 schedule daily study time--know when you can study without being interrupted; make a study schedule and adhere to it

1.3 review reading and lecture notes daily, making sure to incorporate more information into your existing schemes

1.4 review test material in a study group--often group brainstorming can bring fuzzy concepts into focus

1.5 anticipate what a teacher might ask on the exam and answer the question--this helps the student discover what the major themes of the class are and helps the student be critical in supplying information to answer the questions

2. Test time

2.1 read through the test quickly--this way the student can get an overall sense of what the test is about and start to organize her answers

2.2 find out how much time is to be spent on each question--time spent on a question should be directly related to the point value of the question

2.3 work on the easiest question first--this builds confidence; answering a question gives the student the impression that the rest of the questions can also be answered

2.4 pay special attention to key words on the test

The students will take a test and put into practice the techniques they have learned.

ACTION ACTIVITY: The students will work at stress management at work or at home. They should try to practice one of the techniques when they feel they stressed. They will relate to the class the following day what the stressful situation was and how they handled it.

WORKSHOP #11: "SELF ASSESSMENT"

Purpose: The students will participate in series of activities in which they try to gauge the events/factors that have led to the creation of the persona that they now have. It is hoped that by sharing certain experiences with the class we can all better see what the positive things are that motivate us everyday to succeed and also to discover what the negative things are that keep us from accomplishing our goals both as human beings and as students. This workshop will consist of a series of self-discovery exercises which will promote becoming conscious of success-promoting or debilitating habits that the students are possessed of. Becoming a successful student depends a great deal on having a positive outlook. If the student can become aware of positive attitudes that they possess and learn to channel them into the academic arena they will have a much more fruitful experience at college. For example, if a person is a single parent and is proud of being able to perform all the tasks usually assigned to two parents, but is not confident of being able to keep up at school because there is "too much school work," he will be shown by his classmates that a person who is so motivated and has so much energy can certainly finish school work. Besides, as the students will already know, there are many services that the college offers to a single parent.

Critical Discussion: The students will begin the discussion by addressing certain questions.
1)What do you think when you first see yourself in the mirror in the morning?

2)What motivates you to get out of bed in the morning?
3)When you are having problems, what is it about you that keeps you moving forward and refuses to be overcome?
4)Do you have a positive/negative image of yourself? Why?
5)Why do you think you have this image?
6)Can you remember any incidents in your life that may have led you to be in the state that you are now?
7)Which persons motivated you?
8)How do you feel about what you ar doing right now, i.e., work, family, relationship, STEP?
9)Do you think you are in the right frame of mind to succeed with your planned course of studies? If not, how can you change things for the better?

Reading Assignment: On the day before this workshop the students will have been given two excerpts to read. One is from a work by Richard Rodriguez titled "My Parents" and the other is from Malcolm X. As a brainstorming activity for today's writing the students will have been asked to think of how they would describe their family and the role their family has played in their development.
As an in-class reading assignment they will get an excerpt from the work of Joan Didion titled "On Self-Respect." These readings are similar to those that the students would encounter in a first-year English class. Although they are stylistically advanced prose pieces, they all deal with the notion of fashioning a SELF. The authors represent different genders and different socio-economic conditions, but they each describe the importance of who one is, and what one stands for in relation to accomplishing objectives.

Writing Assignment: The students will be asked to write a narrative autobiographical account of an event or series of events in their life with their family which had either a positive or negative effect on how they perceive themselves.

Group Activity: The students and the instructor will share their experiences. We will talk abut what each of us thinks self respect is and how it applies to our everyday existence. Everyone will write in their notebooks a pattern of thought which they believe is leading to negative consequences. They will then discuss with each other how this negative behavior can be changed, and how the new behavior can be used advantageously as school.

Action Activity: The students will be asked to go home and devote thirty minutes to thinking about what their life would have been like if they had never had the unique experiences that have had. They will be asked to think about what it would be like not to have the identity that they now possess and what it would be like to fashion a new identity for themselves. They will write an essay in which they identify three roles they play in daily life and describe how these roles would be different for the "other" person. The "other" person may well be the present STEP student minus the obstacles in her path. The essay will go into the notebook.

APPENDIX 3

EL PASO COMMUNITY COLLEGE
LITERACY EDUCATION ACTION

Pre-Assessment

Date: _____ Social Security Number: _____

Last Name: _____ First Name: _____ Middle Initial: _____

Address: _____ Zip Code: _____

Home Phone: _____ Emergency Phone: _____ Work Phone: _____

Date of Birth: _____ Age: _____ Sex: _____ Ethnicity: _____

Marital Status: _____ Are you a single parent? _____ No. of children: _____

Are you currently employed (circle one)? Yes No

If yes, where? _____ Position? _____

If no, are you seeking employment (circle one) ? Yes No

If yes, occupation? _____

Referred by (circle one): DHS, PIC, YSLETA ADULT CENTER, SAN JACINTO,
EPCC, TRC, TASK MASTERS, LIFE MANAGEMENT,
PROBATION DEPARTMENT, HOUSING AUTHORITY,
PUBLIC LIBRARY, CENTER FOR THE DEAF, EPISD,
YISD, FAMILY SERVICES, OTHER: _____

Answer the following questions by providing us with a short answer or by circling one of the options given.

1. What is your native language? _____
2. How many years of formal education have you completed? _____ Country? _____
3. Name the adult education program last attended. _____ Year? _____
4. Have you ever been enrolled at El Paso Community College? Yes No
   Year? _____ Last course attended? _____
5. Do you have (check one): _____ a high school degree _____ a GED _____ Neither

6. What is your educational goal? _____

7. What is your career goal? _____

8. What language do you speak MOST with your spouse, friends or relatives? _____

9. What language do your children speak to you MOST? _____

10. What language do your children speak among themselves the MOST? _____

11. What language do you prefer for instruction? _____

12. Do you spend any time reading? _____ What? _____ Language? _____

13. Do you spend any time writing? _____ What? _____ Language? _____

14. How supportive is your family about your educational objectives?

Very supportive Supportive Somewhat supportive Not supportive

15. Why are you attending this program?

16. What do you hope to obtain from this program?

17. What do you plan to do when you complete this program?

18. How confident are you that you can obtain sufficient English skills to attend vocational training within the next 6 months (circle one)?

Very confident Confident Somewhat confident Not confident

19. How confident are you that you can obtain a certificate of completion or an associates degree (circle one)?

Very confident Confident Somewhat confident Not confident

20. How long do you feel it will take you to receive:

a. vocational training? _____

b. a certificate of completion at El Paso Community College? _____

c. an Associate Degree? _____

d. other? _____

21. How confident do you feel when taking tests (circle one)?

Very confident Confident Somewhat confident Not confident

22. How confident do you feel about your note taking skills (circle one)?

Very confident Confident Somewhat confident Not confident

23. How confident are you that you can obtain employment after completing your training?

Very confident Confident Somewhat confident Not confident

Answer the following questions by circling either Yes or No.

1. Do you need to be a U.S. resident or citizen to study at EPCC?

Yes No

2. Do you need to have a high school degree or GED certificate to study at EPCC?

Yes No

3. Do you need to be fluent in English to study at EPCC?

Yes No

4. Do you need to be referred by someone to enroll at EPCC?

Yes No

5. Do you need to know what you wish to study before you enroll at EPCC?

Yes No

6. Do you need to be a certain age to attend EPCC?

Yes No

7. Can you receive financial aid to study at EPCC?

Yes No

8. Can you attend classes at EPCC if you are pregnant?

Yes No

9. Do you have to attend classes in the campus where you enrolled?

Yes No

10. Can you change your mind about a career after you have chosen one?

Yes No

11. Do you have to attend every class regardless of external circumstances?

Yes No

12. Can you approach an instructor at any time if you have a problem in class?

Yes No

13. Are there counselors available to help with personal problems?

Yes No

14. Are tutors available to help with homework?

Yes No

15. Can you change careers if you are receiving financial aid.

Yes No

16. Must you contact someone about changing your career?

Yes No

17. Can you keep attending college if you fail one or more classes?

Yes No

18. Can you receive financial aid after you have failed one or more courses?

Yes No

19. Can you work while you are attending college?

Yes No

20. Can you get a job at the college while you are a student?

Yes No

Answer the following questions based on the answer code below.

4 = Very familiar	3 = Familiar	2 = Somewhat familiar	1 = Not familiar

1. How familiar are you with the following El Paso Community College Sites?

Rio Grande campus:	4	3	2	1
Valle Verde campus:	4	3	2	1
Transmountain campus:	4	3	2	1
Northwest Center:	4	3	2	1
Advanced Technology Center:	4	3	2	1
Career Training Center:	4	3	2	1
Lakeside Language Center:	4	3	2	1

4 = Very familiar 3 = Familiar 2 = Somewhat familiar 1 = Not familiar

*. How familiar are you with the admissions process at:

Advanced Technology Center?	4	3	2	1
Career Training Center?	4	3	2	1
El Paso Community College?	4	3	2	1

*. How familiar are you with the orientation process at:

Advanced Technology Center?	4	3	2	1
Career Training Center?	4	3	2	1
El Paso Community College?	4	3	2	1

*. How familiar are you with the registration process at:

Advanced Technology Center?	4	3	2	1
Career Training Center?	4	3	2	1
El Paso Community College?	4	3	2	1

*. How familiar are you with the services offered by Private Industry Council (PIC)?

4 3 2 1

*. How familiar are you with the financial aid process for the following programs?

Advanced Technology Center	4	3	2	1
Career Training Center	4	3	2	1
El Paso Community College Credit Programs	4	3	2	1
Private Industry Council	4	3	2	1

*. How familiar are you with the following Community College services?

Tutorial services:	4	3	2	1
Career counseling:	4	3	2	1
Advising:	4	3	2	1
Child care services:	4	3	2	1
Library facilities:	4	3	2	1
Testing services:	4	3	2	1
Financial aid services:	4	3	2	1

Using the space below, tell us what you like or dislike about the city that you have lived in the most.

Student's Signature_____ Date:_____

TO BE COMPLETED BY TUTOR

Holistic Writing Score: Writing:_____

EPCC REGULAR COURSE PLACEMENT EXAMS:

DTFK: Math Score:_____ Recommended Course:_____

Nelson Denney E: (NDRE Comp.) Reading Score:_____ Recommended Course:_____

DTLK WE: Writing Score:_____ Recommended Course:_____

ABLE RE: Reading Score:_____ Recommended Course:_____

ESOL PLACEMENT EXAMS:

ABLE RS: Reading Score:_____ Recommended Course:_____

ESLT: Score:_____ Recommended Course:_____

ATC PLACEMENT EXAM:

TABE: Math Score:_____ Language Score:_____

CTC PLACEMENT EXAM:

TABE: Math Score:_____ Language Score:_____

TUTOR COMMENTS:

Signature_____ Date_____

HOLISTIC WRITING SCALE

" Points	1.1	The writer responds to the constraints of the assignment
	1.2	Has strong logical development and organization
		1.21 focuses on the topic
		1.22 divides the whole into logical paragraphs
		1.23 orders the parts logically
		1.24 develops the parts with sufficient detail
	1.3	Maintains a consistent stance, demonstrating an understanding of audience and purpose
	1.4	Demonstrates understanding, insight, and imagination which goes beyond superficial treatment of the subject
	1.5	Has interesting, varied logical sentences
	1.6	Has strong thesis
	1.7	Has nearly error-free writing
" Points	2.1	Provides strong opening and closing paragraphs and has clear purpose (thesis)
	2.2	Recognizes complexities and shows some evidence of some consideration of the topic
	2.3	Supports most points with appropriate examples but without unnecessary padding
	2.4	Displays competence in grammar and punctuation (there may be a few errors: spelling, punctuation, mechanics, etc.)
* Points	3.1	Writing has a beginning, middle, and end
		* An essay with intro, body , conclusion, that is not as well developed as a 6 or 5 point essay merits a score of 4 points--the lowest score for a piece of writing in essay form
		** A well-written paragraph with intro, body, conclusion merits a score of 4 points--the highest score for a well-written paragraph.
	3.2	Writer has a sense of audience and can use a style and tone appropriate to the occasion
	3.3	Writer responds to the constraints of the assignment
? Points	4.1	The writing is syntactically sound but lacks focus--no main idea, no support
	4.2	Writer uses very basic vocabulary
	4.3	Problems with spelling, punctuation, mechanics
	4.4	Writer doesn't respond to the constraints of the assignment
? Points	5.1	Writing has very little detail; writer's response made up mostly of simple sentences (1S + 1V)
	5.2	S/V agreement problems
	5.3	Very little production
? Point	6.1	Writer responds in phrases and single words

APPENDIX 4

EL PASO COMMUNITY COLLEGE
LITERACY EDUCATION ACTION

Post-Assessment

Date:_____ Social Security Number: _____

Last Name: _____ First Name: _____ Middle Initial: _____

Tutor: _____ Site:_____ Days/Time:_____

Answer the following questions by providing us with a short answer.

1. What did you learn from this program?

2. What are your goals for the future?

3. Did the workshops meet your expectations? Why?

Answer the following questions by circling one of the options given.

1. How confident are you that you have obtained sufficient English skills to attend vocational training?

   Very confident Confident Somewhat confident Not confident

2. How confident are you that you can obtain a certificate of completion or an associates degree (circle one)?

   Very confident Confident Somewhat confident Not confident

3. How long do you feel it will take you to receive:

   a. vocational training?_____
   b. a certificate of completion at El Paso Community College?_____
   c. an Associate Degree?_____
   d. other?_____

4. How confident do you feel when taking tests (circle one)?

Very confident Confident Somewhat confident Not confident

5. How confident do you feel about your note taking skills (circle one)?

Very confident Confident Somewhat confident Not confident

6. How confident are you that you can obtain employment after completing your training?

Very confident Confident Somewhat confident Not confident

Answer the following questions by circling either Yes or No.

1. Do you need to be a U.S. resident or citizen to study at EPCC?

Yes No

2. Do you need to have a high school degree or GED certificate to study at EPCC?

Yes No

3. Do you need to be fluent in English to study at EPCC?

Yes No

4. Do you need to be referred by someone to enroll at EPCC?

Yes No

5. Do you need to know what you wish to study before you enroll at EPCC?

Yes No

6. Do you need to be a certain age to attend EPCC?

Yes No

7. Can you receive financial aid to study at EPCC?

Yes No

8. Can you attend classes at EPCC if you are pregnant?

Yes No

9. Do you have to attend classes in the campus where you enrolled?

Yes No

10. Can you change your mind about a career after you have chosen one?

Yes No

11. Do you have to attend every class regardless of external circumstances?

Yes No

12. Can you approach an instructor at any time if you have a problem in class?

Yes No

13. Are there counselors available to help with personal problems?

Yes No

14. Are tutors available to help with homework?

Yes No

15. Can you change careers if you are receiving financial aid.

Yes No

16. Must you contact someone about changing your career?

Yes No

17. Can you keep attending college if you fail one or more classes?

Yes No

18. Can you receive financial aid after you have failed one or more courses?

Yes No

19. Can you work while you are attending college?

Yes No

20. Can you get a job at the college while you are a student?

Yes No

Answer the following questions based on the answer code below.

4 = Very familiar 3 = Familiar 2 = Somewhat familiar 1 = Not familiar

1. How familiar are you with the following El Paso Community College Sites?

Rio Grande campus:	4	3	2	1
Valle Verde campus:	4	3	2	1
Transmountain campus:	4	3	2	1
Northwest Center:	4	3	2	1
Advanced Technology Center:	4	3	2	1
Career Training Center:	4	3	2	1
Lakeside Language Center:	4	3	2	1

2. How familiar are you with the admissions process at:

Advanced Technology Center?	4	3	2	1
Career Training Center?	4	3	2	1
El Paso Community College?	4	3	2	1

3. How familiar are you with the orientation process at:

Advanced Technology Center?	4	3	2	1
Career Training Center?	4	3	2	1
El Paso Community College?	4	3	2	1

4. How familiar are you with the registration process at:

Advanced Technology Center?	4	3	2	1
Career Training Center?	4	3	2	1
El Paso Community College?	4	3	2	1

5. How familiar are you with the services offered by Private Industry Council (PIC)?

4 3 2 1

6. How familiar are you with the financial aid process for the following programs?

Advanced Technology Center	4	3	2	1
Career Training Center	4	3	2	1
EPCC Credit Programs	4	3	2	1
Private Industry Council	4	3	2	1

7. How familiar are you with the following Community College services?

Tutorial services:	4	3	2	1
Career counseling:	4	3	2	1
Advising:	4	3	2	1
Child care services:	4	3	2	1
Library facilities:	4	3	2	1
Testing services:	4	3	2	1
Financial aid services:	4	3	2	1

Evaluate your tutor based on the following scale:

4 = All the time 3 = Most of the time 2 = On occasions 1 = Not in the least

1. I feel that my tutor showed an interest in my learning.

4 3 2 1

2. I feel that my tutor motivated me often and in the process made me feel confident about my work and knowledge.

4 3 2 1

3. My tutor's accessibility made it easy to approach him/her with academic questions or personal problems.

4 3 2 1

4. I feel that my tutor did a good job orienting me on EPCC and other vocational training services.

4 3 2 1

5. I feel that my tutor has instilled in me the skills and knowledge I need to succeed in furthering my education. Whether it be in college or in a vocational training program.

4 3 2 1

Using the spaces below, list the five workshops you enjoyed the most.

1. _____

2. _____

3. _____

4. _____

5. _____

Now take the time to pick one out of the five workshops you listed above. Write a paragraph describing the workshop and what you learned from it. Your paragraph should be between a minimum of 10 - 15 sentences and in English.

Holistic Writing Score: _____

Student's Signature: _____ Date: _____

TUTOR COMMENTS

Signature:_____ Date_____

HOLISTIC WRITING SCALE

8 Points	1.1	The writer responds to the constraints of the assignment
	1.2	Has strong logical development and organization
		1.21 focuses on the topic
		1.22 divides the whole into logical paragraphs
		1.23 orders the parts logically
		1.24 develops the parts with sufficient detail
	1.3	Maintains a consistent stance, demonstrating an understanding of audience and purpose
	1.4	Demonstrates understanding, insight, and imagination which goes beyond superficial treatment of the subject
	1.5	Has interesting, varied logical sentences
	1.6	Has strong thesis
	1.7	Has nearly error-free writing
7 Points	2.1	Provides strong opening and closing paragraphs and has clear purpose (thesis)
	2.2	Recognizes complexities and shows some evidence of some consideration of the topic
	2.3	Supports most points with appropriate examples but without unnecessary padding
	2.4	Displays competence in grammar and punctuation (there may be a few errors: spelling, punctuation, mechanics, etc.)
6 Points	3.1	Writing has a beginning, middle, and end
		* An essay with intro, body , conclusion, that is not as well developed as a 6 or 5 point essay merits a score of 4 points--the lowest score for a piece of writing in essay form
		** A well-written paragraph with intro, body, conclusion merits a score of 4 points--the highest score for a well-written paragraph.
	3.2	Writer has a sense of audience and can use a style and tone appropriate to the occasion
	3.3	Writer responds to the constraints of the assignment
5 Points	4.1	The writing is syntactically sound but lacks focus--no main idea, no support
	4.2	Writer uses very basic vocabulary
	4.3	Problems with spelling, punctuation, mechanics
	4.4	Writer doesn't respond to the constraints of the assignment
4 Points	5.1	Writing has very little detail; writer's response made up mostly of simple sentences (I/S + V+)
	5.2	S/V agreement problems
	5.3	Very little production
1 Point	6.1	Writer responds in phrases and single words

APPENDIX 5

EL PASO COMMUNITY COLLEGE
LITERACY EDUCATION ACTION

Student Portfolio

Student's Name:_____ Social Security #:_____

Evaluation Dates: #1_____ #2_____ #3_____ #4_____ #5_____ #6_____

Tutor:_____ Site:_____ Days/Times:_____

BEHAVIORAL PROFILE

4 = Excellent 3 = Good 2 = Needs little improvement 1 = Needs a lot of improvement

This student:

	#1	#2	#3	#4	#5	#6
1. has set educational/vocational goals.						
2. attends class.						
3. is punctual.						
4. demonstrates attentiveness.						
5. is highly motivated.						
6. works well independently.						
7. works well in group settings.						
8. completes assigned work.						
9. accepts constructive criticism from classmates.						
10. accepts constructive criticism from tutor.						

BEHAVIORAL PROFILE - Cont.

4 = Excellent 3 = Good 2 = Needs little improvement 1 = Needs a lot of improvement

This student:

	#1	#2	#3	#4	#5	#6
11. participates in discussions and other activities.						
12. asks questions when s/he doesn't understand.						
13. can hold a critical discussion.						
14. retains information discussed during workshops.						
15. demonstrates appropriate classroom behavior.						
16. demonstrates confidence at taking tests.						
17. demonstrates proper note taking skills.						

READING SKILLS

4 = Excellent 3 = Good 2 = Needs little improvement 1 = Needs a lot of improvement

This student

	#1	#2	#3	#4	#5	#6
1. can read:						
a. key words						
b. short phrases						
c. complete sentences						
d. paragraphs						
2. participates in the following:						
a. reading aloud independently						
b. silent independent reading						
c. choral reading						
3. demonstrates voice inflection / intonation.						
4. displays reading strategies such as using pictures and context when reading unfamiliar material.						
5. feels comfortable with text that contains topics with a high degree of familiarity.						

READING SKILLS - Cont.

4 = Excellent 3 = Good 2 = Needs little improvement 1 = Needs a lot of improvement

This student	#1	#2	#3	#4	#5	#6
6. feels comfortable with text that introduces new ideas, such as reading other people's experiences.						
7. demonstrates that s/he comprehends by						
a. giving oral responses to questions pertaining to the story.						
b. retelling main points of a selection in his/her own words.						
c. discussing the main points of a reading with tutor or classmates.						

EL PASO COMMUNITY COLLEGE PROGRAM KNOWLEDGE

0 = Not Applicable 1 = Yes 2 = No

This student understands the purpose and process regarding the following services.

Advanced Technology Center (ATC)	#1	#2	#3	#4	#5	#6
1. Admissions						
2. Orientation						
3. Registration						
4. Advising / Counseling						
5. Testing procedures						
6. PIC eligibility / services						

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EL PASO COMMUNITY COLLEGE PROGRAM KNOWLEDGE - Cont.

0 = Not Applicable 1 = Yes 2 = No

Career Training Center (CTC)

	#1	#2	#3	#4	#5	#6
1. Admissions						
2. Orientation						
3. Registration						
4. Advising / Counseling						
5. Testing procedures						
6. PIC eligibility / services						

El Paso Community College (EPCC)

	#1	#2	#3	#4	#5	#6
1. Admissions						
2. Orientation						
3. Registration						
4. Testing procedures						
5. Advising / Counseling						
6. Career counseling						
7. Library facilities						
8. Child Care services						
9. Financial Aid						
10. Tutorial services						

ABSENCES

	#1	#2	#3	#4	#5	#6
1. Number of absences during the period being evaluated.						

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WRITING SKILLS

The tutor will evaluate the student according to the holistic writing scale found on the last page of this portfolio. Students should aim at writing a minimum of 10 - 15 sentences in English.

ESSAY #1: Think of an incident or situation that has made you laugh. In the space below, describe that event.

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ESSAY #2: In the space below write an essay about your favorite holiday and what you enjoy the most about it.

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ESSAY #3: If you were to have to choose between winter and summer for one whole year, which of these seasons would you choose and why?

ESSAY #4: If you were walking down the street and you found a bag full of money describe what your reaction would be. Would you keep the money and if so how would you spend it? Or, would you return the money and if so how would you go about finding the person?

ESSAY #5: Everyone of us has had an experience that has shaped our lives. This event may have been positive or negative. In an essay describe this event.

TUTOR COMMENTS

HOLISTIC WRITING SCALE

7 Points	1.1	The writer responds to the constraints of the assignment
	1.2	Has strong logical development and organization
		1.21 focuses on the topic
		1.22 divides the whole into logical paragraphs
		1.23 orders the parts logically
		1.24 develops the parts with sufficient detail
	1.3	Maintains a consistent stance, demonstrating an understanding of audience and purpose
	1.4	Demonstrates understanding, insight, and imagination which goes beyond superficial treatment of the subject
	1.5	Has interesting, varied logical sentences
	1.6	Has strong thesis
	1.7	Has nearly error-free writing
6 Points	2.1	Provides strong opening and closing paragraphs and has clear purpose (thesis)
	2.2	Recognizes complexities and shows some evidence of some consideration of the topic
	2.3	Supports most points with appropriate examples but without unnecessary padding
	2.4	Displays competence in grammar and punctuation (there may be a few errors: spelling, punctuation, mechanics, etc.)
5 Points	3.1	Writing has a beginning, middle, and end
		* An essay with intro, body , conclusion, that is not as well developed as a 6 or 5 point essay merits a score of 4 points--the lowest score for a piece of writing in essay form
		** A well-written paragraph with intro, body, conclusion merits a score of 4 points--the highest score for a well-written paragraph.
	3.2	Writer has a sense of audience and can use a style and tone appropriate to the occasion
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4 Points	4.1	The writing is syntactically sound but lacks focus--no main idea, no support
	4.2	Writer uses very basic vocabulary
	4.3	Problems with spelling, punctuation, mechanics
	4.4	Writer doesn't respond to the constraints of the assignment
3 Points	5.1	Writing has very little detail; writer's response made up mostly of simple sentences (1S + 1V)
	5.2	S/V agreement problems
	5.3	Very little production
1 Point	6.1	Writer responds in phrases and single words

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APPENDIX 6

SUCCESS THROUGH TRANSITIONAL ENGLISH PROGRAM (STEP)
INSTRUCTOR'S BI-WEEKLY PROGRESS REPORT

Dear Instructor:

_____ (ss#_____) is attending your _____ class. In addition, the student is enrolled in STEP. STEP provides tutoring and counseling for students in order to increase their chances of academic success. STEP would like to find out how this student is doing in your class. Please answer the following questions as soon as possible and return them to a STEP tutor, or mail them to Andrea Muro, EPCC Literacy Center, Rio grande campus.

1. Does student attend class regularly?

2. Does student participate in class?

3. Does student appear to comprehend classroom material?

4. If possible, estimate student grade up to this point.

5. In what areas do you feel that this student may need additional help?

6. Comments or Suggestions

If you would like any more information about STEP, please contact Inez Mendoza or Andrea Muro at 534-4181.

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STUDENT WEEKLY REPORT

Student name: _____ ID#: _____

Tutor's name: _____

Dates of student meetings with tutor: _____

1. Has student met with you for the required three weekly hours of visit. how many hours?

2. If student has not met with you for tutoring, have you contacted the student and requested information about his/her absence explain?

3. Has the student had any problems with attendance and class punctuality explain?

4. Briefly describe the type of assistance requested by the student.

5. Were you able to help the student explain?

6. If you were unable to help the student, who did you refer the student to?

7. Is student taking sufficient notes explain?

8. Do you feel that the student is comprehending classroom instruction explain?

9. Has student encountered difficulties or has had complaints about DRCE explain?

10. Briefly comment on student's overall performance.

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coordinator either finds direct answers to students' concerns, or advocates for the students when necessary.

Once students begin taking actual college classes, phase three begins. This is a support and retention phase. During this phase, tutors may attend classes with students if needed. Tutors also work with students helping them procure materials on their own. Tutors then hold individual or group study sessions with the students. ETDP students are required to meet with their tutors at least three times a weeks for academic tutoring and discussion of college related problems. This approach ensures that student academic deficiencies are addressed as they are encountered. ETDP's tutorial approach allows students to enroll in classes that are more advanced than what their college placement test may reflect. This in turn reduces the need for excessive remediation which for some EPCC students has become an endless task.

STUDENT ASSESSMENT AND MONITORING

Students' skills are assessed throughout the three phases of the program. Students complete an initial assessment and an end of session assessment during a session. Furthermore, the activity specialist completes a student portfolio. In addition, students take a college placement test. While in college, student progress is monitored through an instructor's bi-weekly report and a tutor's weekly report. These two instruments allow ETDP to provide support services for students as needed. Information pertaining to students, such as assessment and portfolio results, placement test scores, semester enrolled in college, number of hours attended, grades, and services procured (i.e. tutoring, library, counseling), is logged into a data base.

CRITERIA FOR REFERRALS

Adult basic education programs in El Paso provide training equivalent to up to a sixth to eighth grade language proficiency level in English. Therefore, the educational gap between ABE and EPCC's credit vocational and academic courses ranges from sixth to eleventh grade language proficiency. Furthermore, in order for students to be eligible for financial aid at EPCC, they must show at least a sixth grade reading level. For these reasons it was determined that ETDP would serve LEP students who have a sixth to eleventh grade reading proficiency. LEP students are students who have limited ability in speaking, reading, writing, or comprehending English and (A) whose native language is a language other than English, or (B) who live in a family or a community environment where the dominant language is not English.

PROGRAM DURATION

Duration of the program depends on the career selected by the student. Most associate degrees take two to three years to complete provided that students attend college full time. Certificates of completion should take one to two years. ETDP intends to work with each student throughout their entire college career.

For more information about ETDP call Andres Muro at 915 534-4131, or write to:

El Paso Community College Literacy Center
1114 North Oregon
El Paso, Texas 79902

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